A QUALITATIVE EXAMINATION ON THE EFFECTS OF YOUTH PARTICIPATORY ACTION RESEARCH TO ENGAGE BLACK, FIRST NATION, AND LATINX STUDENTS: "WE HAVE NOTHING TO LOSE BUT OUR CHAINS"

by
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Abstract

Conducting an intervention with YPAR leads to the expectation that positive impacts will occur in the problem of practice when applied to the target population. The theory of change proposes, if Black, First Nation, and Latinx students acquire the authentic opportunity to actualize student voice in their educational process through youth participatory action research (YPAR), then their engagement and school connectedness would increase. In the following dissertation, activities of YPAR produced intermediate outcomes predicted to produce long-term outcomes for students. Student of color increased skills and social capital expanded and improved because of being participants in YPAR (Ozer & Wright, 2012). Students of color in Minneapolis's public presentations of their YPAR findings and insights on pertinent issues causes adult stakeholders to shift power to increase youth voice and include youth as viable decision makers in educational options (Bertrand, 2016). YPAR participation leads to new leadership opportunities, such as serving as a youth member of the city council or on boards of organizations or providing input regarding school curriculum and governance (Ozer & Wright, 2012). The intersectionality of behavioral, emotional, and cognitive factors for students of color creates the need for a comprehensive approach to promoting authentic engagement and increase academic engagement. By reviewing indicators and factors in existing literature around school climate, efficacy, and pedagogy, the replication of YPAR intervention should occur.

Keywords: engagement, students of color, school climate, pedagogy, efficacy, power

Dissertation Adviser: Dr. Christine Eith

Quotes

"It is our duty to fight for our freedom.

It is our duty to win.

We must love each other and support each other.

We have nothing to lose but our chains."

"The schools we go to are reflections of the society that created them.

Nobody is going to give you the education you need to overthrow them.

Nobody is going to teach you your true history, teach you your true heroes,

if they know that that knowledge will help set you free."

Assata Shakur (1999)

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Dedication

To the loving memory of my grandmother, Camille Imogene Griffin Stovall, for being my first teacher and for all the love that still carries me through today.

To my mother, brother, uncle, and nephew, Joshua, who supported me in ways that filled the unexpected holes in my life to meet this goal.

To my children, Camille and Solomon, for fighting for justice and speaking truth to power even during the times you had to stand alone. You are the loves of my life and a constant inspiration to make the world a better place anyway I can.

This dissertation is also dedicated to all the youth of color who rise up in Minneapolis, the United States, and around the globe to claim their place in schools and their right to exist and thrive everywhere.

Sí, Se Puede

Mni Wiconi

Black Lives Matter

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Thank you, Kipp for more fun, laughter, and adventure than I could ever write in this space. So many more plans to come and I can't wait.

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Thank you, Shannon for being my compadre and showing up in unexpected ways. Not often I can say "how proud I am we were arrested and jailed together."

Table of Contents

List of Tables

List of Figures

Executive Summary

Problem of Practice

In Minneapolis Public Schools (MPS), students of color are not meeting educational standards of growth and success. There are over 36,000 students in the district, and 59.3% of the students enrolled in the district are categorized as students of color (MPS, 2018). In 2017, the graduation rate for 12th grade Black students was 56.9% which was a 3% decrease from the previous year (MPS, 2018). First Nation students in the 12th grade saw a graduation rate of 29.8% in 2017 which represented an 8% decrease of eligible graduates when compared to 2016 (MPS, 2018). The graduation rate for Latinx students was 56.7% for 2017 which showed an increase from 2016 graduates by 6% (MPS, 2018). The gain of Latinx graduates in 2017 demonstrates recovery from a 7% loss in the graduation rate from 2015 to 2016 academic years (MPS, 2018).

Theoretical Frameworks

The socio-ecological framework sees student engagement housed in a single ecological sphere encompassing academic, school, and the student's community. An ecological engagement sphere is a place where students can influence the engagement of others and where students can be influenced by the engagement of others (Lawson & Lawson, 2013; Wylie & Hodgen, 2012). The socio-ecological framework focuses on the degree of engagement in schools and classrooms can be influenced by student engagement in external settings of the community (Lawson & Lawson, 2013). To understand the socio-ecological framework for engagement in the classroom, school, community setting, is to identify the positionality of the student in the setting (Rogoff, 2003). Positionality expresses the "who" the students are and the "what" students do in engaging

in a specific activity (Rogoff, 2003). For socio-ecology, positionality is the engagement status of the student based on their position in that environment (Rogoff, 2003).

Students of color academic success are adversely affected by racism and discrimination which diminishes students' self-concept, confidence, and efficacy (McGee & Stovall, 2015). Smith, Yosso, and Solorzano (2006) used CRT to introduce how "racial battle fatigue" can have detrimental impacts on engagement and achievement for individual students in the classroom. Individual reports of stress, anger, avoidance, withdrawal, and detachment are symptoms students of color experience (Smith et al., 2006). The framework of Critical Race Theory can be used to conduct a case study analysis of perceptions and experiences of students of color. CRT as a framework allows identification of the root causes of barriers, like the problem of engagement, to academic success (Hesse-Biber & Leavy, 2011; Mertens, 2007).

Synthesis of Literature Review

The intersection of behavioral, emotional, and cognitive factors, for low-income students of color, creates the need for a comprehensive approach to promoting authentic engagement and increase engagement. By reviewing indicators and factors in existing literature around school climate, relationships, efficacy, and power, the formation of future research and intervention of the problem of practice will occur.

Results from research show that school climate has a significant impact on how a student feels about learning, belonging and attitudes toward the school (Fredricks, Blumenfeld, & Paris, 2004; Lawson & Lawson, 2013). Studies also have shown that positive perceptions of school climate have been associated with higher academic success (Mattison & Aber, 2007; Watkins & Aber, 2009).

When students of color are treated differently in the classroom, the school climate for those students are negative and limiting in meeting their educational expectations (Bempechat, Li, Neier, Gillis, & Holloway, 2011; Klem & Connell, 2004; Tyler & Boelter, 2008). In contrast, qualitative and quantitative data gathered from classroom observations and surveys showed positive trajectories for poor children in reading and math when teacher interactions were high in quantity and quality (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008).

Students exhibiting high self-efficacy tend to integrate new information, set goals, behaviors, and tasks to achieve higher rates of academic success (Flavell, 1979; Spencer & Tinsley, 2008). This high self-efficacy will serve them well in school as they will be able to integrate new goals and tasks needed to adjust to school expectations (Flavell, 1979).

Bandura (1997) expanded the concept of self-efficacy to include the idea of collective efficacy. Bandura defined collective efficacy as "a group's shared belief in its conjoint capabilities to organize and execute the course of action required to produce given levels of attainments" (Bandura, 1997, p. 477). Collective efficacy surfaces as a group engage together instead of being the product of each student's self-efficacy (Beesley, Clark, Barker, Germeroth, & Apthorp, 2010). Collective efficacy describes as group member perceptions of the group's ability to accomplish a task and has been tied to student achievement (Goodard, 2001).

Culturally relevant pedagogy (CRP) addresses student curriculum through students' cultural identities, experiences, values, and acknowledges racial inequities in schools and other institutions (Ladson-Billings, 2014; Lynn & Dixon, 2013; Morrison, Robbins, & Rose, 2008). Ladson-Billings (2014) seminal article determined that CRP rest on three criteria: academic success, cultural competence, and critical or sociopolitical consciousness (Lynn & Dixon, 2013; Morrison et al., 2008; Young, 2010).

Purpose of the Study

The purpose of this study was to evaluate the engagement and academic impact Youth Participatory Action Research (YPAR) program on students of color participating through XPTP organization. In this study, YPAR provided students of color, in each of the YPAR groups, with training on how to conduct and move through the YPAR process. The sessions were composed of activities and training which allowed students the opportunity to reflect about their environments and respond to perceptions pertaining to their school climate; cultural pedagogy; relationships with classroom teachers and school peers; and the student's perceptions of self and group efficacy.

Research Questions

In considering the problem of practice in relation to the intervention of Youth Participatory Action Research (YPAR), there are four research questions.

1. How does the organization ensure program fidelity of process across YPAR cycles?
2. How does youth participatory action research enhance Black, Latinx, and First Nation educational engagement?
3. What opportunities do students have to disrupt traditional power structures within the school setting?
4. How do definitions of academic achievement vary among stakeholders in the study?

Research Design

The study will utilize a qualitative approach. XPTP will share existing data from individuals who have participated in Youth Participatory Action Research (YPAR). The existing data may include de-identified data from recorded transcripts from process group meetings; artifacts of activities; student journals; and the Youth Participatory Action Research (YPAR)

guidebook used in the process. Notes will be taken while reviewing the qualitative data to consider themes and relationships in the de-identified data. The notes will determine alignments to pre-determined codes. Codes will also emerge from the compiled notes from the data sources. Pre-determined and emergent codes will aid in analyzing the data identify themes.

The research design for this dissertation will include a process evaluation and an outcome evaluation to examine the fidelity of implementation and the impact of YPAR intervention on students of color. This qualitative study will examine the trustworthiness of data from several sources at the site of the study, which will be referred to by the pseudonym "XPTP." First, there will be two or three pre-existing data sets from YPAR projects conducted by instructors at XPTP. The data will be from September 2017 through present day.

Intervention

In considering the problem of practice, Youth Participatory Action Research (YPAR) is an intervention whose tenets addresses a more sustained engagement of marginalized students of color and, in turn, can improve academic achievement. Activities of YPAR produce proximal, intermediate, and long-term outcomes for students receiving the intervention. Critically relevant pedagogy, school climate, self-efficacy, and engagement are four constructs commonly associated with both YPAR outcomes and positive impacts on student academic achievement.

There are five core components to a YPAR intervention. The core YPAR components include (a) problem identification; (b) structured and intentional training of students in YPAR methodology; (c) data collection by students; (d) student analysis of the data collected and (e) student conducted action for social change. (London, Zimmerman, & Erbstein, 2003; Ozer, 2015; Ozer & Wright, 2012). YPAR process begins by training students in research techniques and methodology before the process of their data collection. Students hone communication skills

as they administer surveys, interview questions, document observations by soliciting valuable information from stakeholders connected to the identified problem (Ozer & Wright, 2012). Data analysis develops students' inductive and deductive reasoning skills and establishes the evidence for students to communicate their plan of action around the selected problem (Ozer & Wright, 2012).

Data Collection

The first YPAR project, will be referred to from this point forward as YPAR1, was conducted in the academic Spring semester of 2017. Students who participated in YPAR1 explored the barriers immigration histories and immigration status create for high school Latinx girls and women in the completion and furthering of their education. Students in YPAR1 were focused on the one high school they all attended in the Minneapolis Public School District. Their YPAR project concentrated on the school climate experiences of Latinx girls and women.

The second YPAR project will be henceforth labeled YPAR2 in this dissertation. YPAR2 students focused on nutrition issues which impacted the community in which they lived and attended school. The YPAR2 research project had a goal to inform an existing community food program on the local community food systems and community members' dietary habits. YPAR2 was to propose strategies to increase healthier eating practices in North Minneapolis.

Findings

The qualitatively results illustrated the impact the intervention had on constructs to improve student engagement and achievement. In this study, students demonstrated a high level of efficacy through skill development and collective task sharing and completion. Students acquisition of cultural knowledge through instructors and self-guided research for their YPAR issue, led to similar interests on racial pedagogy for their classrooms. Although students reported

the interests to have more racially inclusive curriculum, only YPAR1 demonstrated evidence of it occurring in their classroom settings. Data from YPAR2 was more current to the time of the data analysis and may not have had the maturation of time for critical race pedagogy to be incorporated into the classrooms of YPAR2 students.

Much like the results around critical racial pedagogy, the factor of time since the completion of the two separate YPAR projects may have influenced the differences in results around students disrupting established power structures within the educational system. Instructors expressed intentional goals to increase the power and positionality of students in their schools and community. Through the more extended data availability of YPAR1's social action phase, there was positive evidence of students shifting traditional power roles in the institution and leveraging changes.

The educational problem of opportunity gaps for this dissertation centered on how to increase engagement and, as a result, increase academic achievement. But the question of how various stakeholders defined academic achievement was inconclusive. Some of the existing data could be interpreted to highlight some similarities between school officials, instructors, and students, but further investigation would need to occur to sufficiently answer the research question.

Chapter 1

Persistent Gaps and Academic Achievement

Throughout school districts across the United States, the persistent problem of the achievement gap for students of color remains an issue of inequity in schools (Ladson-Billings, 2006). During the past decade, the academic success of students of color has shown upward movement but has not reached levels to indicate educational opportunities are equitable for students of color. In 2007, the graduation rate for Black students in the nation was 54%, and the dropout rate was around 8% (U.S. Department of Education, 2015b). For Latinx students in 2007, the graduation rate was 55.5%, and the dropout rate was 21% (U.S. Department of Education, 2015b). Data from 2014 reported a significant increase in the overall graduation rate within the United States, but the graduation rates for students of color continued to fall behind the rate of increase of non-Black, First Nation, and Latinx students (McFarland, Stark, & Cui, 2016). Black (73%), First Nation (70%), and Latinx (76%) students had graduation rates based on the reception of a diploma upon the timely completion of four years of high school.

The completion rate for these students of color was below the overall national rate of 82 % in the 2013 to 2014 academic year (McFarland et al., 2016). White students and Asian/Pacific Islander students had an adjusted cohort graduation rate (ACGR) of 87% and 89% respectively, during the same period, which was above the overall national rate (McFarland et al., 2016). Regardless of the improvements for students of color, opportunity gaps remain substantial. Reardon and Fahle (2017) posit that “even if these gaps continue to narrow at the same rate as they have for the last two decades, it will be more than 50 years before they are eliminated” (p. 21).

Context of the Problem

Minnesota Public School District

The persistent problem of the opportunity gap for Black, First Nation, and Latinx students raises questions about which strategies can increase engagement and lower factors that contribute to the disengagement of students who are advancing their educational goals. Minnesota has been listed among states with the lowest graduation rates for Black students, ranging between 59% and 64% throughout the state, and among the lowest for graduation rates for Latinx students, ranging between 60% to 64% (Education Week, 2016).

In Minneapolis Public Schools (MPS), students of color are not meeting educational standards of growth and success. There are over 36,000 students in the district, and 59.3% of the students enrolled in the district are categorized as students of color (MPS, 2018). In 2017, the graduation rate for 12th grade Black students was 56.9%%, which was a 3% decrease from the previous year (MPS, 2018). First Nation students in the 12th grade had a graduation rate of 29.8% in 2017, which represented an 8% decrease of eligible graduates when compared to 2016 (MPS, 2018). The graduation rate for Latinx students was 56.7% for 2017, which increased from 2016 graduates by 6% (MPS, 2018). The gain of Latinx graduates in 2017 demonstrates recovery from a 7% loss in the graduation rate from 2015 to 2016 academic years (MPS, 2018).

Educational institutions often underscore or ignore racial and cultural contexts, viewpoints, and potential contributions of students of color, particularly those of Black, First Nation, and Latinx students, to change their conditions (Mitra, 2003; Yonezawa & Jones, 2009). School experiences can negatively impact the academic achievement and success of K-12 Black, First Nation and Latinx students (Boutakidis, Rodríguez, Miller, & Barnett, 2014). The ongoing

national conversation on closing the achievement gap, or opportunity gap, for students of color rarely or never includes the perspectives of those most impacted by efforts to close the gap.

Relationship of Achievement and Engagement

Academic Achievement

The Every Student Succeeds Act (ESSA) was signed into law in 2015. ESSA is the current version of the reauthorized Elementary and Secondary Education Act that was previously known as No Child Left Behind (NCLB, 2018). The ESSA Act outlines the requirements for state educational entities to receive federal funding. However, ESSA allows states to have authorship over many standardized educational goals and definitions of academic success (MPS, 2018).

The Minneapolis School District participates in the state's educational accountability system, which identifies five performance indicators to determine and define a student's academic achievement (MPS, 2018). These indicators include an evaluation of whether students: (a) meet or exceed standards in math and reading, (b) progress in achievement scores from one year to the next, (c) attend school 90% of the days they are enrolled, and (d) graduate in a four-year period for traditional student matriculation (MPS, 2018). Academic achievement, for the purpose of this dissertation, will be defined as a student's success in meeting short- or long-term goals as set by the educational institution (Lynn & Dixson, 2013). The measures of academic achievement for this study will be identified in a later section of the dissertation.

Table 1.1
Construct Definitions

Construct	Definition
Academic achievement	Academic achievement refers to a student's success in meeting short- or long-term goals as set by the educational institution (Lynn & Dixson, 2013).
Engagement	Student engagement is the degree to which students are interested and give attention to learning and progress in their education (Kennedy, 2009).

Engagement

Students of color and engagement. For the dissertation, student engagement is defined as the degree to which students are interested and give attention to learning and progress in their education (Kennedy, 2009). Engagement in the educational perspective has been described as a student's interest, investment, and activity in their academic outcomes and connectedness to school climates (Boutakidis et al., 2014). Research indicates that student engagement is impeded by deficits in the classroom, school climate (people, places, policies, programs, and processes) (Vega, Moore, & Miranda, 2015), and transition while advancing through each grade, middle school to high school (Goldstein, Boxer, & Rudolph, 2015). Furthermore, poor student engagement is negatively associated with low academic achievement (Bruce & Singh, 1996).

In the United States, it is estimated that as many as 60% of students are disengaged from school (Klem & Connell, 2004; Williams, 2003). Literature has shown that engaged students tend to have more positive academic outcomes, such as higher grades and lower dropout rates, than those who are disengaged (Fredricks et al., 2004). The concept of school engagement is a fundamental element of both students' academic and social achievement. High levels of engagement appeared to relate positively to higher academic achievement for all populations (Finn & Zimmer, 2012). Literature has identified three, and sometimes four, types of

engagement: behavioral engagement, emotional engagement, and cognitive engagement (Fredricks et al., 2004; Klem & Connell, 2004; Lawson & Lawson, 2013).

In this study, I will examine behavioral engagement within a school climate, specifically following school rules, as it pertains to school policy and pedagogy. Emotional engagement includes students' affective reactions and will be defined, for the purpose of this dissertation, as a student's relationship with teachers and peers. Cognitive engagement, which is a student's motivation, effort, and the strategy and for the current synthesis, is defined by issues of adolescent development and self-efficacy (Fredricks et al., 2004; Klem & Connell, 2004; Lawson & Lawson, 2013).

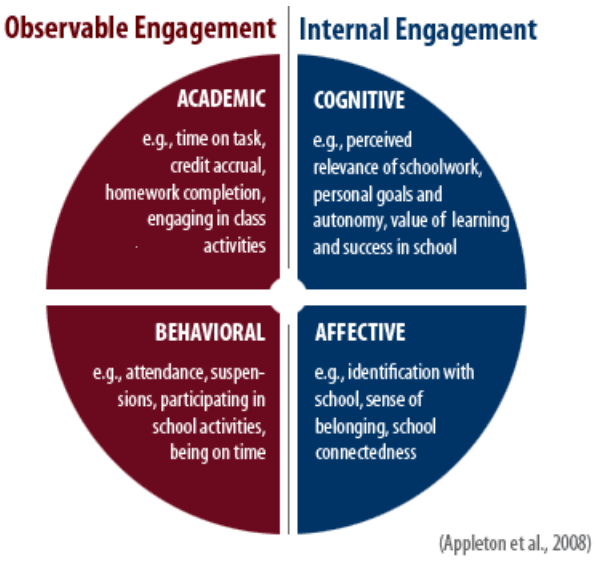

Figure 1.1. Multiple dimensions of engagement.

Research has shown that engaged students tend to have more positive academic outcomes, such as higher grades and lower dropout rates, than those who are disengaged (Fredricks et al., 2004; Suarez-Orozco, Pimentel, & Martin, 2009). The concept of school engagement is a fundamental element of students' academic and social achievement. Furthermore, high levels of engagement appeared to relate positively to higher academic

achievement for all populations (Finn & Zimmer, 2012). Additionally, low levels of student engagement and intrinsic motivation correspond to low achievement (Bruce & Singh, 1996).

Underlying causes and factors in engagement. The factors and indicators that arise from the intersection of students of color and school engagement and achievement are many and complex (see Figure 1.1). There are various approaches to view this problem of practice, from exploring a single factor or a combination of two or more indicators. This dissertation will cover only a few elements and indicators. The other indicators and factors will not be addressed and measured in this study. However, the factors or indicators that will not be directly addressed may appear as external factors for those indicators which will be discussed and measured. The historical context of the policies and issues of race and education will not be covered in the proposal but will be addressed in the full dissertation (Levine & Levine, 2014; London, Ahlqvist, Gonzalez, Glanton, & Thompson, 2014; Lynn & Dixson, 2013; Pellegrino, Mann, & Russell, 2013; Rathbone, 2010).

Issues of poverty and socioeconomic disparity compound challenges at schools (Cascio & Reber, 2013; Gorski, 2012; Reddick, Welton, Alsandor, Denyszyn, & Platt, 2011). Many), but I will not address poverty since other studies reveal critical dynamics about its influence on the problem of practice. Nor will I focus on the student and parent/familial influences even though family members influence the milieu of a student's daily outlook on school (Harding, Morris & Hughes, 2015; Hayes, Blake, Darensbourg, & Castillo, 2015; McNeal, 2015).

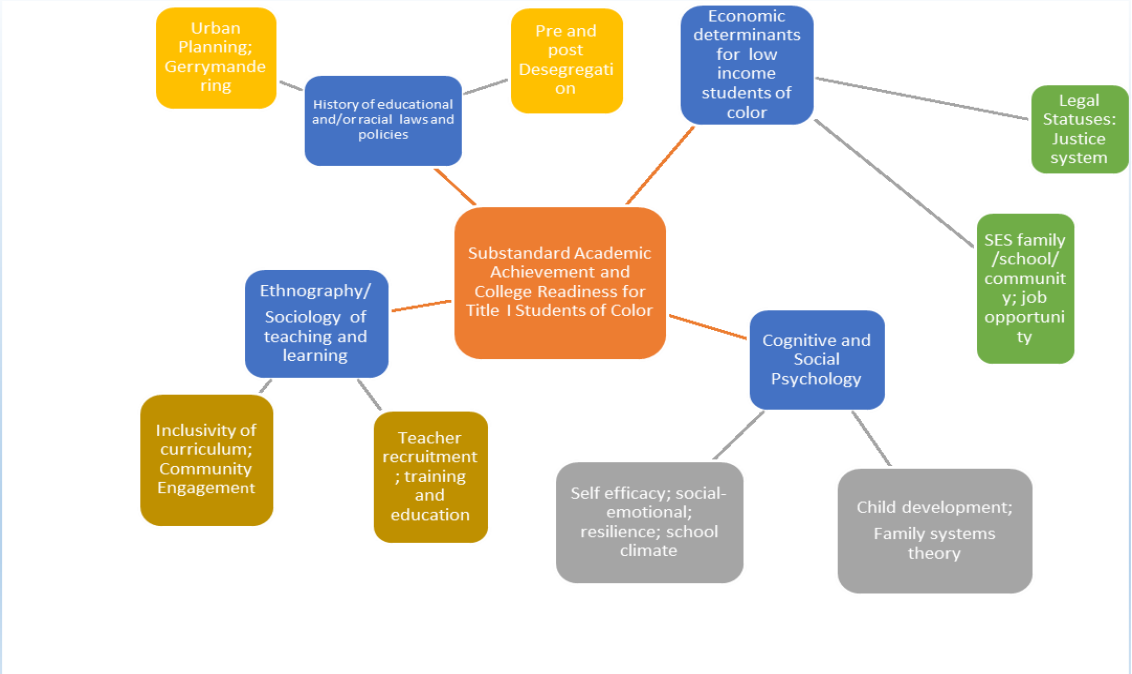

Figure 1.2. Concept map with possible underlying causes and factors: theoretical frameworks for engagement.

For the purpose of this dissertation, three theoretical perspectives intertwine to provide the frameworks for understanding the connection between engagement and academic achievement. Social-ecological, socio-cultural, and social cognitive theory continually surface in empirical research as primary ways to explain the interplay of social, political, economic, psychological, and cultural factors involved in the engagement and achievement of students of color (Boutakidis et al., 2014; Fredricks et al., 2004; Fisher, Frey, & Lapp, 2011; Suárez-Orozco, Pimentel, & Martin, 2009).

Socio-Ecological Theory

Bioecological framework. The social-ecological framework of student engagement is inspired by and related to two other theoretical frameworks: the bioecological framework (Bronfenbrenner, 1979) and sociocultural theory (Gee, 2008). Bronfenbrenner (1979) defined ecology of human development as "the scientific study of the progressive, mutual

accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger context in which the settings are embedded" (p. 21).

The bioecological model involves five nested ecological systems in which students live and which directly and indirectly impact their development (Bronfenbrenner, 1994). The microsystem consists of direct interactions the student has with parents, teachers, peers, and mentors (Bronfenbrenner, 1994). The mesosystem involves the connection between microsystems such as families with students' schools and relationship with their peers. The exosystem is comprised of people or events that do not directly impact the student but whose consequences might impact the student, like the hospitalization of a parent (Bronfenbrenner, 1994). The macrosystem refers to the macro-culture in which the student and others live (Bronfenbrenner, 1994). An example of a macrosystem would be stereotypes of racial identities. The final system or structure is the chronosystem, which references historical events that helped to shape conditions that may have impacted the student and the systems and institutional structures that exist within their society (Bronfenbrenner, 1994). In the context of the identified problem of practice, the chronosystem includes historical makers like the passage of Brown v. Board of Education and No Child Left Behind legislation.

Sociocultural framework. The sociocultural approach focuses on the relationship between an individual's mind, body, and environment, which differs than the traditional view of knowledge and learning (Gee, 2008). Students, from a sociocultural view, attempt to solve problems by looking at objects and traits in the environment and identifying possible actions, affordances, to take to solve said problems (Gee, 2008). The student can then evaluate the effectivities or capacities of the objects and traits and decide which one or ones to use to solve

the problem (Gee, 2008). The sociocultural approach views learning as an interaction between the student and their ability to recognize and use educational tools in the environment, but students will need an opportunity to learn (Gee, 2008).

There are four instructional strategies for the sociocultural approach to learning: scaffolding, reciprocal teaching, collaborative learning, and apprenticeship (Finigan-Carr & Abel, 2015). Collaborative learning, or participation is the instructional strategy that occurs when a group of students is actively engaged with one another to achieve a learning goal (Finigan-Carr & Abel, 2015; Gee, 2008). The concept of participation relates to the ninth principle of learning described by Alexander, Schallert, and Reynolds (2008) in that learning is interactional. Alexander et al. stated that students engage with a host of influences, both culturally and biologically, in the environment. In the case of participation, a student interacts by sharing with and receiving knowledge from other students to meet a common educational goal (Gee, 2008). A strength of the sociocultural approach is the strategy of collaboration that can revise the cultural and civic function of schools and education (Resnick, 1987). The sociocultural approach impacts the academic success of low-income students (Resnick, 1987).

Socio-ecological framework. Within a socio-ecological framework, student engagement exists within a single ecological sphere that encompasses the student's academics, school, and community. An ecological engagement sphere is a place where students can influence the engagement of others and where students can be influenced by the engagement of others (Lawson & Lawson, 2013; Wylie & Hodgen, 2012). The socio-ecological framework focuses on the degree to which engagement in schools and classrooms can be influenced by student engagement in external settings of the community (Lawson & Lawson, 2013). To understand the socio-ecological framework for engagement in the classroom, school, and community setting is

to identify the positionality of the student in the setting (Rogoff, 2003). Positionality expresses the "who" the students are and the "what" students are allowed to do in a specific activity (Rogoff, 2003). For socio-ecology, positionality is the engagement status of the student based on their position in that environment (Rogoff, 2003).

Crick (2012) found that students' positionality is reinforced in their socio-ecological environment. This positionality could mean that if students of color engage academically from a higher position than their usual standing, they can internalize the elevated position and positively impact their student success (Crick, 2012). Socio-ecological recognizes that if an activity is situated in compliance, then the engagement is unchanged (Crick, 2012).

Critical Race Theory

The Civil Rights Movement of the late 1950s and 1960s lead to the critical race legal movement of the 1970s (Ladson-Billings, 2014; Knaus, 2009). Researchers point to four major tenets of Critical Race Theory (CRT) as a framework (McGee & Stovall, 2015; Solorzano, 1998). First, CRT acknowledges the inter-centricity of race and racism where the social construct of race is seen as both complex and fluid for inter-group and intragroup definitions and dynamics (Bernal, 2002; McGee & Stovall, 2015). CRT challenges the dominant ideology and the deficit narrative assigned to students of color in the educational system. By using a CRT framework is committed to establishing social justice through the analysis and abolition of discrimination, oppression, and inequality. With social justice as a vital component of the CRT framework, the third tenet emerges of the centrality of experiential knowledge. The centrality of experiential knowledge focuses on the notion that the stories of students of color are valued and valid to combat the injustices they have experienced and to pave the way for creating spaces of authentic equity and inclusion. The fourth tenet, transdisciplinary perspective, gathers race and racism

perspectives from fields such as law, ethnic and women's studies, sociology, anthropology, history, and economics to look at the function of CRT within the field of education (Bernal, 2002; McGee & Stovall, 2015).

CRT emerges in 1990s educational literature as a framework to contextualize and challenge the inequities in the educational system and institutional policies (Ladson-Billings, 2005). Over the past 25 years, the framework of CRT in education has evolved to resolve the problematic paradigms on the "dominant discourse on race, gender, and class" (Bernal, 2002, p. 109). Key themes that are featured in the literature on CRT are classroom pedagogy and educational policies and how they disempower and subjugate students of color while perpetuating dominant white cultural ideals as the mark of educational success (Bernal, 2002). Critical race theorists state that it is apparent that the American education system is based on and maintains white supremacy in the school curriculum (Ladson-Billings, 1998).

The framework of Critical Race Theory emerges in the literature to elucidate the problem of student disengagement (Knaus, 2009). The researcher connects students of color to a lack of school matriculation, absenteeism, classroom disruptions, and an overall lack of engagement due to a curriculum that lacks relevance to the students' lives, experiences, and history (Knaus, 2009). Throughout CRT literature, researchers recognize the detrimental mental health effects on students of color (McGee & Stovall, 2015). The academic success of students of color is adversely affected by racism and discrimination, which diminishes students' self-concept, confidence, and efficacy (McGee & Stovall, 2015). Smith et al. (2006) use CRT to introduce how "racial battle fatigue" can have detrimental impacts on engagement and achievement for individual students in the classroom. Individual reports of stress, anger, avoidance, withdrawal, and detachment are symptoms students of color experience (Smith et al., 2006). The framework

of CRT can be used to conduct a case study analysis of perceptions and experiences of students of color. CRT as a framework allows identification of the root causes of barriers, like the problem of engagement, to academic success (Hesse-Biber & Leavy, 2011; Mertens, 2009).

Critical Use of Terms

In the remainder of this dissertation, I will use social justice lexicon to identify constructs. In the spirit of self-identity, community voice, and social justice history, it is acknowledged that the terms are not used universally by those categorized to be a member of that group. The critical terms refer to the sociopolitical identification communities of color, activists, and social change agents use to disrupt the prescribed, lower social construct assigned to by those with power and privilege. It is also acknowledged that groups can construct new terms to self-refer when a current identification evokes negative connotations. In short, critical terms fluctuate. In an NPR radio podcast, the critical racial terms are discussed by a panel of sociopolitical experts:

> Because of the evolving social positions of the people being referred to — that is, as people from different groups gain visibility, the names people give to their own ethnic groups ("autonyms") are supplanting the names that groups are given by outsiders ("exonyms"). Of course, those are contested, too; it's not like there's consensus on "Black" or "African-American." (Code Switch, November 7, 2014)

Opportunity gap. The term opportunity gap will be used in place of the more utilized term achievement gap. Opportunity gap refers to the unequal or inequitable distribution of resources and opportunities, while the achievement gap refers to the disparity of output between actual and expected grade-level learning. Framing outcomes based on opportunity gaps recognizes disparities students face from insufficient school funding, a lack of neighborhood

resources, and inequalities related to students' racial, cultural, and socioeconomic backgrounds, which impact school climate and classroom milieu (Milner, 2010).

Gutiérrez and Dixon-Román (2011) discuss how the achievement gap is a deficit-based narrative about students of color, and the problems and solutions of achievement gaps do not give weight to factors of historical, social, and race-based inequities underlying the achievement outcomes of students of color within urban schools. Researchers note that the emphasis on the "achievement gap" has not resulted in policies to improve the educational outcomes for students but instead has become a Eurocentric moniker for getting students of color to perform on par with middle-class white students (Gutiérrez & Dixon-Román, 2011; Love, 2004).

Students of color. For this dissertation, the terms "students of color, people of color, and communities of color" will refer to those subjects and populations typically referred to and categorized as Latinos, Hispanics, Blacks, African-Americans, African, Native American, and American Indian. Although groups identifying as Asian and Pacific Islanders are communities generally included when referring to "of color," the scope of the problem of practice and contextual setting for this dissertation study does not target these specific group members.

Black. Black is used as a collective term for members of African descent use to refer to themselves to leverage social and political capital to advance the group and combat discrimination and oppression (Sigelman, Tuch, & Martin, 2005). The sociopolitical terms used to identify members of the African diaspora in the United States consist of a varied history dating back to the first enslaved Africans of 1619. The terms used to refer to people of African descent changed from the terms "Negro" to "Colored" to "Black" until around the last 25 years of the 20th century (Sigelman, Tuch, & Martin, 2005). Towards the end of the 1970s, the term African-American began to be championed as a term to use either exclusively or interchangeably with

Black until current identity politics have landed on Black to unite the shared African ancestry and national experiences (Sigelman et al., 2005).

First Nation. The term "First Nation" initially surfaced amid a complex historical and sociopolitical context as a term used for Aboriginal and Native nations who are legally defined in the Indian Act (Retzlaff, 2005). Legal policies were targeting Native communities, such as the Indian Act, were created to fragment the Native population (Retzlaff, 2005). To claim First Nation was to instill a tool of resistance, create group solidarity, and form a collective identity in the face of a dominant culture and oppressive social, political, cultural, legal, educational, and economic conditions (Retzlaff, 2005).

Latinx. The term Latinx is an intersectional term that is linguistically inclusive of racial, gender, and non-binary identities (Santos, 2017). Latinx will be used in this dissertation to refer to individuals who might also identify as Hispanic, Latino, Latina, Chicano, Chicana, and other related terms. The use of Latinx is to counter the racial designations that some may consider oppressive, exclusionary, or heteronormative (Santos, 2017).

Synthesis of Literature Review

The intersection of behavioral, emotional, and cognitive factors for low-income students of color creates the need for a comprehensive approach to promoting authentic engagement and increase engagement. By focusing on indicators and factors in existing literature as they relate to school climate, relationships, efficacy, and power, possible areas for future research and intervention of the problem of practice may emerge.

School Climate

Results from research show that school climate has a significant impact on how a student feels about learning, belonging, and attitudes toward the school (Fredricks et al., 2004; Lawson

& Lawson, 2013). Studies also have shown that positive perceptions of school climate have been associated with higher academic success. (Mattison & Aber, 2007; Watkins & Aber, 2009).

Literature has assessed the connection between a school's racial climate and identified opportunity gaps, finding that Black, First Nation, and Latinx students report poorer experiences of school climate in the form of safety, connectedness, and participation opportunities when compared to reports of peers from other racial categories (Noguera, 2003; Voight, Hanson, O'Malley, & Adekanye, 2015).

Fairness. Researchers have used descriptive and logistical regression analysis to determine the existence of a higher frequency of discipline used on Black, First Nation, and Latinx students. The higher frequency was found when compared to white and Asian students for the same or similar school behavior violations (Skiba & Noguera, 2010; Skiba et al., 2011). Recommendations were made to review a more substantial body of studies to see if schools and districts have worked to address the issue of discipline for more equitable distribution and moved toward restorative justice models (Skiba et al., 2011).

Investigations into the impact of discipline also showed that when students have more positive perceptions of school climate, they have higher achievement and fewer disciplinary referrals (Mattison & Aber, 2007). Similarly, Freiberg and Lapointe (2006) studied 29 school programs implemented in Black, First Nation, and Latinx youth that promoted positive relationships with teachers and school climate. The programs were purposely diverted from strictly disciplinary approaches to significantly decrease suspensions and increase academic success (Freiberg & Lapointe, 2006).

The concept of fairness in a school climate appears in research on the problem of practice and mirrors issues that emerge when reviewing studies on the academic achievement of students

of color. Authors recommended that districts give attention to the perception and status of the racial climates at schools and the disparities in dispensing discipline (Freiberg & Lapointe, 2006; Mattison & Aber, 2007).

Relationships. Drawing from the theoretical framework of invitational education by Purkey and Novak (1996), researchers based their study on invitational education's five P's: people, policies, programs, processes, and places. In the results of the survey, the researchers showed that students identified the importance of relationships with teachers, school counselors, and peers (Purkey & Novak, 1996; Vega et al., 2015).

Teachers. Teachers' beliefs or perceptions about students' abilities may play a role in the students' capacity to learn. When students of color lack support from teachers or other adults at school, their success can be adversely affected (Tyler & Boelter, 2008; Vega et al., 2015). Researchers discovered that teachers made more positive comments to white students than students of color (Tyler & Boelter, 2008).

When students of color are treated differently in the classroom, the school climate for those students is negative and limiting in meeting their educational expectations (Bempechat et al., 2011; Klem & Connell, 2004; Tyler & Boelter, 2008). In contrast, using qualitative and quantitative data gathered from classroom observations and surveys, researchers showed positive trajectories for poor children in reading and math when teacher interactions were high in quantity and quality (Pianta et al., 2008).

Teacher quality has also had an impact on the engagement and achievement of students of color. Researchers have summarized that teachers with high qualifications contributed to academic advances for underperforming students (Borman & Kimball, 2005; Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008; Klem & Connell, 2004). Similar results were found in a

national 50-state study by the National Commission on Teaching and America's Future, which looked at teacher quality and student achievement (Darling-Hammond, 2000).

One study on teacher quality involves quantitative, longitudinal research from 2000 to 2005 in the New York City Department of Education in which researchers analyzed the effects of changes in teacher qualification distribution on achievement and the implications on policies and programs to recruit highly effective teachers. At the start of data collection in 2000, students of color were 40% more like to have a teacher who was not certified in the subject area they were teaching and 40% more likely to have a teacher with no experience. Researchers found that district efforts to increase teacher qualifications over five years led poorer students to increase their SAT math scores to within 20 points of affluent students as opposed to a previously recorded 43-point gap (Boyd et al., 2008).

Peers. Researchers have determined that peers can have a positive or negative influence on student engagement, but there is tension in the literature on whether peers impact academic achievement for the better (Hanushek, Kain, Markman, & Rivkin, 2003; Lazear, 2001; Shin, Daly, & Vera, 2007; Vega et al., 2015). The most common perspective is that peers are sources of motivation and aspiration and direct interactions in learning (Hanushek et al., 2003; Vega et al., 2015). Peers can affect the classroom milieu by engaging in classroom discussions or hindering learning through disruptive behavior (Lazear; 2001). There is evidence to suggest that peer groups can contribute to positive school engagement and academic outcomes (Castillo, Conoley, Cepeda, Ivy, & Archuleta, 2010; Conchas, 2001). Middle school students interact with peer groups that have similar levels of engagement (Conchas, 2001; Shin, 2007).

Although peers can have positive effects on adolescents' school engagement, negative effects from peer groups can occur as well. Ogbu (2004) claims some students of color may

disengage in school in part because they fear rejection from their peers. In a qualitative study on Mexican American adolescents, Castillo et al. (2010) reported that peer influence could have a powerful positive or negative impact on students' engagement. Participants reported that friends were sometimes detractors from doing well in school by engaging them in behaviors like not doing an assignment.

When analyzing the data on the influence of peer groups, I found conflicting results on student achievement because of the difficulties of separating peer effects from other confounding variables (Hanushek et al., 2003). Reaching an opposing result, Lazear (2001) concluded that peer achievement has a positive effect on achievement growth. Student test scores tend to benefit as a result of having higher-achieving peers.

Efficacy

Self-efficacy. Students exhibiting high self-efficacy tend to integrate new information, set goals, behaviors, and tasks to achieve higher rates of academic success (Flavell, 1979; Spencer & Tinsley, 2008). This high self-efficacy will serve students well in school as they will be able to integrate new goals and tasks that are needed to adjust to school expectations (Flavell, 1979).

Students with high self-efficacy tend to adhere to new information given, mimic high adaptive behaviors of others, and seek out answers to things they do not understand. Kennedy (2009) assessed 56 students at a school that had success in raising literacy levels and found the gains that were made connected to a metacognitive approach to literacy instruction that promoted student engagement, motivation, self-regulation, and self-efficacy. Similarly, Niehaus, Rudasill, and Adelson (2012) studied Latinx students in a longitudinal study on how academic achievement is influenced by self-efficacy, intrinsic motivation, and participation in an after-school program. After-school participation did not significantly impact self-efficacy and intrinsic

motivations but did positively predict math achievement and GPAs, respectively. The authors state that the study result's limitations are the small sample size and the dearth of studies targeting self-efficacy and motivation of Latinx students. Previous studies on Latinx students have shown no relationship between intrinsic motivation and achievement.

Collective efficacy. Bandura (1977) expanded the concept of self-efficacy to include the idea of collective efficacy defining collective efficacy as "a group's shared belief in its conjoint capabilities to organize and execute the course of action required to produce given levels of attainments" (p. 477). Collective efficacy surfaces as a group engages together instead of being the product of each student's self-efficacy (Beesley et al., 2010). Collective efficacy, described as group member perceptions on the group's ability to accomplish a task, has been tied to student achievement (Goodard, 2001).

Literature centered on collective efficacy has primarily been conducted with teachers, and few studies address collective efficacy with K-12 students (Beesley et al., 2010). In a 2008 study out of Hong Kong, research results found that one group of secondary students performed better when they reported having more collective efficacy and high-quality group processes than other groups who reported low-quality group processes (Beesley et al., 2010). Despite a student's high or low academic performance or self-efficacy, the quality of the group processes determined their collective efficacy and achievement (Beesley et al., 2010). The researchers discussed a study on how collective efficacy impacts problem-solving. In the study, one group's dissatisfaction with their low performance combined with a high perception of collective efficacy encouraged productivity (Beesley et al., 2010*).* Findings concluded that perceived collective efficacy, whether positive or negative, had an impact on the engagement of the group to carry out their tasks (Beesley et al., 2010).

Pedagogy

Culturally relevant pedagogy (CRP) addresses student curriculum through students' cultural identities, experiences, and values and acknowledges racial inequities in schools and other institutions (Ladson-Billings, 2014; Lynn & Dixon, 2013; Morrison et al., 2008). Ladson-Billings (2014) seminal article determined that CRP rests on three criteria: academic success, cultural competence, and critical or sociopolitical consciousness (Morrison et al., 2008; Lynn & Dixon, 2013; Young, 2010).

Research findings have demonstrated challenges to the viability of practicing CRP in schools (Cammarota, 2007; Morrison et al., 2008; Young, 2010). Young found that one of the challenges to CRP was that the theory "ultimately clashes with the traditional ways in which education is carried out in our society" (p. 444). Several studies reported that teacher participants in the study felt that CRP was a difficult task to complete.

> In such a system of white-dominated knowledge construction, students are taught about Malcolm X in relation to how he was not like Dr. Martin Luther King Jr. Freddie, a student in my class, demonstrated this false choice of heroes: "Dr. King is OK, but I like Malcolm X." In the same light, students knew about Helen Keller as a symbol of someone who overcame her disabilities, but none knew of her anti-capitalist, anti-imperialist advocacy. These are the types of misrepresentations the students have learned, been tested on, and largely rejected. Being taught and tested on "white history" led these students to associate negatively with much of schooling, and several argued that they cannot trust teachers who teach them lies about how great white people are" (Knaus, 2009).

Teachers also felt overwhelmed by the limited length of time to cover the material so that the students met grade level proficiency, which stands in sharp contrast to a standardized curriculum and high-stakes tests. These challenges include the need to (a) raise the race consciousness of educators and encourage them to confront their cultural biases, (b) address systemic roots of racism in school policies and practices, and (c) adequately equip preservice and in-service teachers with the knowledge of how to implement theories into practice (Bartolome, 2004; Nieto, 2000; Morrison et al., 2008; Young, 2010).

An example of a study that demonstrated the need for CRP comes from Good, Masewicz, and Vogel (2010). To study the barriers for English Language Learners (ELL) to academic achievement, researchers carried out a qualitative study using CRP and anchored in socio-cultural and socio-ecological perspectives. The school district that was represented in the study was comprised of 65% of students who identified as Latinx and 36% of those students who identified as ELL. In the results of the study, the researchers identified five themes impeding student achievement: communication gaps, culture clashes, a well-ordered district ELL plan, a lack of support systems for families, and a lack of teacher preparation to address the language and cultural needs of the population (Bartolome, 2004; Good et al., 2010). A key recommendation by researchers was to find more studies focused on quantitative data from students on their academic achievement as it relates to CRP (Good et al., 2010; Suárez-Orozco et al., 2009).

Conclusion

The review of the literature offered an overview of the definition of pertinent critical race terms of students and the chronic issue of opportunity gaps for students of color in education. An examination of the literature on the role of engagement on academic achievement helped inform

the constructs for developing a needs assessment to understand the problem of practice in the field of education. It was important to analyze the intersection of theoretical constructs for the problem as they provided valuable information for the eventual findings and analysis. The needs assessment in Chapter 2 will uncover the scope and depth of variables in the engagement of students of color. Through a qualitative analysis of individual interviews and focus groups of students, the results informed the development of the intervention for this dissertation.

Chapter 2

Assessing the Engagement Needs for Students of Color

The cross-section of behavioral, emotional, and cognitive factors for low-income students of color creates the need for a comprehensive approach to promoting authentic student engagement and increasing engagement. The indicators for the problem of practice currently focus on the internal dynamics of the school setting and the internal stakeholders.

Voight et al. (2015) established a connection between a school's racial climate and opportunity gaps. The researchers identified three factors that led to opportunity gaps: students of color, inequality, and relationships within the racial school climate and their association to academic achievement. The study utilized the California Healthy Kids Survey and the California School Climate Survey for psychometric data of student, staff, and state administrative surveys from nearly 400 schools in the state of California (Voight et al., 2015). In a related study, Mattison and Aber (2007) looked at the relationship between school racial climates and self reports by students on academic and suspension rates. The authors created a racial climate survey and performed one-way ANOVAs to examine differences between the white and Black student perceptions. Good et al. (2010) used critical theory and cultural-ecological theory in their research and identified significant themes in their results. Students' academic statuses suffered from classroom issues that included teacher-student cultural conflicts and a lack of understanding from teachers of their students' cultural needs (Good et al., 2010).

Neihaus and Adelson (2012) studied forty-seven Latinx students in a longitudinal study of how academic achievement is influenced by self-efficacy, intrinsic motivation, and participation in an after-school program. After-school participation did not significantly impact self-efficacy and intrinsic motivations but did positively predict math achievement and GPAs

(Neihaus & Adelson, 2012). The researchers used the Intrinsic and Extrinsic Motivation Scale and the Morgan-Jinks Student Efficacy Scale in the study. Researchers noted that the small sample size might have impacted the results but acknowledged the importance of intrinsic motivation to the cognition and engagement of students of color (Neihaus & Adelson, 2012). Similarly, researchers have found that students of color experience positive academic outcomes when schools and classrooms foster student self-efficacy and collective efficacy (Goodard, 2001; Kennedy, 2009). Fisher et al. (2011) employed a pre and post-survey to analyze whether interventions that addressed student absences would also increase engagement by increasing the amount of student discourse in a classroom. The researchers reported that interventions led to a 5.3% increase in attendance and a significant increase in standardized tests scores (Fisher et al., 2011).

Context of the Study

North Minneapolis, Minnesota

North Minneapolis was the setting for the 2015 shooting and killing of a handcuffed 24-year-old neighborhood resident, Jamar Clark, by police officers. The death of Jamar Clark generated outrage, led to weeks of protests, and became a focal point for police reform and calls for justice by activists and supporters of the social movement Black Lives Matter (Eligon, 2016). At the time, the white, Democratic mayor, Besty Hodges, stated, “Clearly there are deep divisions and divides and gaps between white people and people of color in the city of Minneapolis. It is job No. 1 for the health of us as a community and for growth and prosperity to eliminate those gaps” (Eligon, 2016).

Minneapolis, Minnesota, ranks as one of the nation’s worst cities in educational opportunity gaps (NAZ, 2018). Students in North Minneapolis experience the highest negative

educational indicators within the city (NAZ, 2018). Students who are entering kindergarten lack school readiness. Most children living in the geographic area lack early childhood education opportunities (NAZ, 2018). “In tests of kindergarten readiness in 2010, only 29% of entering kindergartners living in and near the Zone met literacy benchmarks, compared to 71% of children in the District as a whole” (MPS, 2010). Nearly 65% of Black students in North Minneapolis do not graduate on time from a Minneapolis Public School (NAZ, 2018).

A tour of North Minneapolis would reveal a standard working-class neighborhood with single-family homes with well-kept yards and large public parks (Eligon, 2016). North Minneapolis is also a place known for being a low-income, resource-neglected area for residents in an economically thriving and politically progressive city (Eligon, 2016). According to the Northside Achievement Zone (2018), 73% of the families in North Minneapolis had incomes of $19,000 or less per year; the poverty rate for a family of four in Minnesota is $25,100 per year (HHS, 2018).

Statement of Purpose

Literature has exposed the connection between a school’s racial climate and opportunity gaps. The research concurs that Black, First Nation, and Latinx students report poorer experiences in school climate when factors of safety, connectedness, and participation are considered when compared to peers who are not students of color (Noguera, 2003; Voight et al., 2015; Bernal, 2002). The persistent problem of the opportunity gaps that Black, First Nation, and Latinx students experience raises the question about which strategies can increase engagement to advance the educational goals of students of color (Bernal, 2002; Vega et al., 2015).

Method

Creswell and Plano Clark (2011) utilized qualitative methods for the needs assessment (Creswell & Plano Clark, 2011). In this section, I will describe the participants, setting, measurements, and data collection and analysis. The researchers used an explanatory qualitative research design for this needs assessment (Creswell & Plano Clark, 2011). The qualitative data is the result of student interviews and the focus groups.

Participants

The participants for the needs assessment were high school students who were attending one of three public schools within the North Minneapolis geographic area. The participants represented PYC (n = 11), PHHS (n = 12), and NCHS (n = 25) schools. Consent forms were sent home to participants' parents or adult guardians. Participants lived and attended school in North Minneapolis, although five participants only attended school in the area and resided in the adjoining neighborhood of Brooklyn Center. Of the 48 participants, 35 were Black, four were Latinx, four were First Nation, two were Asian/Pacific Islander, and two were White/European. Participants' ages ranged from 14 years old to 19 years old.

Measures and Instrumentation

Initially, all the student participants completed a demographic survey for a needs assessment. The research team gathered information relating to the students' academic grade level, age, race, gender, and languages spoken via the survey. Because student participants attended three different schools in the targeted geographic area, the three focus groups contained youth exclusive to the high school they attended in North Minneapolis. The focus groups took place in a community room at an offsite location not related to any of the three schools in the study. Students were compensated for their travel cost to and from the focus group setting. The

focus groups lasted for approximately two hours each and were audio recorded. The coding themes were developed based on the findings from the transcripts and the researched literature (see Appendix B). Single person, manual coding of student transcripts was used to identify these themes. The precoding process was conducted by highlighting (see Appendix B) possible keywords and phrases within the transcripts. The next step was to identify repetitive descriptive and value patterns from the data (Saldana, 2008).

Research Questions

Qualitative data was collected during focus groups and one-on-one interviews on student perceptions of classroom milieu and learning. The researcher implemented semi-structured focus groups to inquire about the following from student participants:

1. What environment do you learn best in?
2. Would you say that teachers try to engage students in the classroom?
3. How did your focus groups define student-centered learning?
4. What types of partnerships are needed between students and teachers to make student-centered learning work?

The same data were again analyzed from pre-existing data from the needs assessment conducted in 2017 by the youth organization for this dissertation. The following research questions guided the needs assessment study:

1. What are students' perceived connections between their in-school engagement and out of school socio-ecological sphere?
2. How does classroom pedagogy impact the academic engagement of students?
3. Where does the concept of capability, positive or negative, appear for students of color and academic engagement?

Procedures

Students were identified for the needs assessment through self-referral and the snowball sampling technique. Consent forms for inclusion in the needs assessment process were acquired by both student participants and their parent or legal guardian. The demographic survey information was gathered at various independent times based on the availability of the student. There were five focus groups for the study. The focus groups took place for each of the schools and were distributed as follows: PYC (n = 1), PHHS (n = 1), and NCHS (n = 3). Focus groups were audio recorded and transcribed for data analysis. A trained member of the research team facilitated dialogues for the focus groups.

Data Analysis

For the problem of practice in this dissertation, a secondary review of the existing qualitative data was analyzed. The data analysis procedure assessed the presence of themes based on the theoretical frameworks of socio-ecological and Critical Race Theory. Using the recorded transcripts from interviews and focus groups, the researchers analyzed the qualitative data to identify patterns and then conducted an inductive content analysis to identify themes (Cooper, Chenail, & Fleming, 2012). During the current review of the qualitative data from transcripts, three themes or super categories (SC) emerged. The students' responses revealed three primary themes related to the socioecological relevance of pedagogy (SRP) in the classroom, racial school and classroom climate (RSCC), and student power and positionality (SPP).

Findings and Discussion

Socioecological Relevance of Pedagogy

During the coding process, a recurring theme appeared where students voiced a desire to incorporate their personal experiences from their communities into the curriculum. Additional

themes included the students' desire to learn specific skills and have opportunities to learn to enhance their socio-ecological environment. "I want to learn how to provide for myself when you are out of High School. Like how to buy a car, manage a credit card, get a house, how to pay taxes" (Student, PHHS, 2017).

Lawson and Maysn (2015) discuss the profiles of student educational engagement as a product of socio-ecological factors. The student perception of how classroom materials can or could positively influence their lives beyond the educational institution was researched (Lawson & Maysn, 2015). Sanbonmatsu, Kling, Duncan, and Brooks-Gunn (2006) examined how changes in residential neighborhoods might impact engagement for low-income children. Within the focus groups, statements such as, "I want to learn about real life news and how events impact where I live," (Student, NCHS, 2017) further exemplify student viewpoints on the desire for the curriculum to be more relevant to their lived experiences.

Students voiced the importance of educators taking the time to get to know students and to learn about student home life. Students also acknowledged that teachers are sometimes a mystery to them; getting to know about teachers as people in their community makes it easier for the students to respect and trust their teachers. Students voiced the importance of building a connection with their teachers in the first two weeks of school and how this could impact communication throughout the school year.

Racial School and Classroom Climate

Students of color expressed a desire for the classroom curriculum to cover the truth about race and culture in history classes, to see current events covered in social studies classes, to read books and poems from authors with similar identities and to learn more about their own ethnic/racial history and cross-cultural histories. One student wrote, "At the beginning, I started

learning about our history, like our true history, like behind what's really going on - not that stuff they usually have been telling us. But then I got switched because our class size was too big, so now we're not learning about as much as we are suppose[d] to and I don't even want to pay attention" (Student, NCHS, 2017).

Dee and Penner (2016) released a study that explored the cross-section of inequality for students of color, racial climate, and engagement. The combination of these factors surfaced in student responses, "I want to learn about our history, we don't know anything about our history. They tryna hide everything from us" (Student, PCYC, 2017). Critical Race Theory can build and engage practices that have the potential to empower students of color while dismantling white supremacy, colorblindness, and other forms of subordination in the school and classroom (Asimeng-Boahene, 2010; Chapman, 2007; Kohli & Solorzano, 2012). The subtheme of counter-storytelling (cs) emerged in the larger theme of RSCC. Counter-storytelling was developed in Critical Race Theory as a strategy to pursue social justice and relevancy in the education of students of color (Asimeng-Boahene, 2010; Rodriguez, 2012).

Student Positionality and Power

Students expressed a desire for having more input in the educational process of their classes. For example, a student from NCHS (2017) stated, "sometimes they do need to present and talk to us and stuff about the lesson, but then sometimes I think they should take a break and let us do projects and stuff like that. I know they get tired of listening to themselves talk." Interactions between teachers and students of color have a power dynamic (Kirk, Lewis, Brown, Karibo, & Park, 2016). The issue of power and efficacy requires that an examination on how this relationship intersects with engagement and the authority or voice students are afforded within learning (Kirk et al., 2016). Rodriguez (2012) wrote about the need to have co-constructed

teaching and learning opportunities in the classroom. Rodriguez (2012) presented the "Funds of Knowledge," which described how students and teachers can reject and revise long-standing hierarchical classroom roles in favor of a new paradigm for students to critically voice and proactively engage in each level of teaching and learning.

The theme of power and positionality continued to surface in participant statements: "making students help each other so that you not only learn what it is you are supposed to learn, but you learn it a little better because you are helping someone else. Plus you get skills like learning how to be a leader" (Student, PCYC, 2017). In literature, teachers who shared power with their students in a noncoercive manner and equitable way reported higher engagement and had a positive perception of their classroom community (Rodriguez, 2012).

The findings from the needs assessment support the need to explore interventions that can address the cross-sectional issues of the environments of students of color, racial pedagogy and climate, and the interpersonal dynamics of power and positionality in classrooms that impact engagement. Rodriguez (2012) found that "what is left out is the process by which the students themselves engage in the types of transformation processes cultural knowledge produces a form of student agency.*"* Students have a repository of ideas, knowledge, and skills they bring into the school and classroom environment (Kirk et al., 2016). An intervention that can tap into the assets of students of color while infusing the socio-ecological and critical race frameworks may be vital to increasing engagement and, thereby, academic achievement goals.

Limitations

The sample size for the needs assessment was not met, and the focus groups totaling 40 student participants were not a representative sample of the overall student population of the North Minneapolis Schools. Specifically, Asian students were underrepresented. Some of the

barriers to the needs assessment involved the fact that the sample was not an accurate representation of PHHS, which is currently comprised of 31.8% Asian/Pacific Islander students, and the needs assessment only represented .3% of Asian/Pacific Islander students at PHHS. This representation will not be an issue for the upcoming dissertation study since neither the Asian/Pacific Islander population of students nor white students will be included in the participant pool. At the time of the study, the needs assessment team identified the need to establish better relationships with the schools of the participants and to begin outreach early for the research as future considerations.

Conclusions

A needs assessment was conducted on students of color to inquire about the issues that encompass student engagement in schools. The responses by students revealed three primary themes related to their engagement: socioecological relevance of pedagogy (SRP) in the classroom, racial school and classroom climate (RSCC), and student power and positionality (SPP). The three themes helped inform the selected intervention for the issues of the engagement and achievement of students of color. Chapter 3 will outline the scope of how the constructs from the needs assessment led to the selection of the intervention of Youth Participatory Action Research.

Chapter 3

Proposed Intervention

Lodge (2005) suggested student voice can be categorized on two dimensions: the role of the student and the purposes for which participation is sought. Lodge viewed four types of student participation sought by adults: (a) measures of quality of a program, (b) sources of information, (c) compliance and control, and (d) dialogue. Only in the fourth type, dialogue, are students are active participants with their voices and perspectives incorporated as part of an ongoing discussion. In dialogue, listening and speaking are the shared roles of the students and adults (Lodge, 2005). The issues of power, engagement, achievement, and student voice all converge in the way educators can actualize the message of believing students "can do" the goals set in front of them (Berg & Schensul, 2004).

Student voice is a strategy to engage students in their educational experiences and addresses student perspectives on their educational needs and education reform (Conner, Ebby-Rosin, & Brown, 2015). Taylor and Robinson (2009) defined the term *student voice* as an ethical and moral practice to give students the right to democratic participation in school processes. Cook-Sather (2006) explored the positive and negative aspects of the term. Cook-Sather (2006) recognized two underlying premises of student voice through the specific words of "rights" and "respect" of student input and work, with the negative aspects of the practice of "listening" applied to student voice once it has taken place.

Tonkin (2013) discussed the citizenship behavior of followers in transformational leadership, which exists in student voice literature as a strategy to enhance student engagement and school reform. In an intervention and pedagogical model, Fielding (2004) found students serve as researchers in the classroom. Students investigated issues as they trained along with

their teachers in the skills and values of research and inquiry. Students develop the research subject and methodology of the research, with student and teacher leadership connected in goal but distinct in delivery. Teachers give students creative space while serving as a supportive resource to the learning. In this approach, Mitra (2003) identified students as classroom "experts" in a variety of activities. Students participated in teacher professional development workshops and provided teachers feedback on how students might receive new standards-based curriculum. Students gave the teachers feedback on how interesting the materials were and what supplemental needs they may have to grasp the materials.

Student voice repositions students' roles within educational institutions as they become active, authentic partners with teachers and administrators in educational decision-making (Conner et al., 2015). Through student voice intervention, adults can, on one end, "manipulate, co-opt, or tokenize student voice" (Conner et al., 2015, p. 6). In addition, students can authentically engage in partnership with adults for making decisions or exacting systemic change (Conner et al., 2015). Lodge (2005) also categorizing student voice by the role of the student and the purposes for seeking student participation. However, in the traditional structure of schools, student voices are not authentic and untampered (Lensmire, 1998). Frequently "student voices are reduced to lifeless guarded responses formed in the shadow of teacher scrutiny and evaluation'' (Lensmire, 1998, p. 261).

By describing the problem of practice and focusing on indicators to increase engagement and academic achievement for students of color, YPAR is an intervention to address the issue. Although the researchers of student voice suggests way to improve student engagement and achievement, YPAR offers students of color enhanced opportunities to make lasting changes to improve their educational trajectory. This researcher's primary objective is to synthesis literature

focused on how the intervention of YPAR can improve student engagement and academic success. This literature review is an examination of why the dissertation research is focused on students of color. Also included are definitions of YPAR and how researchers using YPAR can impact issues of engagement and academic success. Students of color receiving YPAR treatment of YPAR have demonstrated heightened engagement, thereby increasing their academic achievement. A review of YPAR includes how it enhances engagement through being a conduit of CRP, school climate, and self-efficacy.

Intervention Literature Review

Roots of Youth Participatory Action Research

YPAR sprang from the history of community-based participatory research (CBPR), which consisted of partnerships amongst community members, often devalued by systems and institutions, and stakeholders such as city officials, judicial systems, and public services (Minkler & Wallerstein, 2003). Israel, Schulz, and Lantz (2003) outlined nine elements that describe the CBPR approach. These can be present in one or a combination of these elements for a CBPR project, depending on the purpose and intentions of the participants involved. A comparison of the core elements of CBPR and YPAR appears in Table 3.1.

Table 3.1
Community Based vs Youth Participatory Action Research

Elements of community-based participatory research (CBPR; Israel et al., 2003)	**Elements of youth participatory action research (YPAR; Cammarota & Fine, 2007)**
CBPR recognizes community as a unit of identity.	YPAR is a social process; it explores the relationship between the individual and the social relations.
CBPR builds on strengths and resources within the community.	YPAR is participatory; it engages people to examine their own knowledge and interpretations.
CBPR facilitates collaborative, equitable partnership in all phases of the research.	YPAR is practical and collaborative; it engages people to explore practices that can further improve their circumstances.
CBPR promotes co-learning and capacity building among all partners.	YPAR is emancipatory; it helps individuals to release themselves from unjust and irrational social structures that constrain them. It is the process of exploring how they are impacted by the social structures that encompass them,
CBPR integrates and achieves a balance between research and action.	YPAR is critical; it aims to help individuals recover and release themselves from the constraints inherent within social media. For example, assessing how labels and stereotypes may be unjust and hindering to one's growth and well-being.
CBPR emphasizes local relevance of public health problems and ecological perspectives which recognize and attend to the multiple determinants of health and disease.	YPAR is reflexive; it is a deliberate process which people aims to transform practices through critical and self-critical action and reflection.
CBPR involves systems development through a cyclical and iterative process.	YPAR aims to transform both theory and practice.
CBPR disseminates findings and knowledge gained to all partners and involves all partners in the dissemination process.	
CBPR involves a long-term process and commitment.	

Youth Participatory Action Research

Youth Participatory Action Research (YPAR) process encompasses elements for positive youth development (PYD), service learning, experiential education, and a process that is discipline-based, ethnographic, and a scientifically researched intervention (Schensul & Berg, 2004). YPAR is the transformative approach to service learning and student voice, two interventions previously considered for the intervention of the dissertation research (Mirra, Filipiak, & Garcia, 2015; Schensul & Berg, 2004). Prior literature reviews focused on student voice as an intervention but as research continued, YPAR surfaced as an intervention option to better approach the problem of practice.

YPAR research has linked collaborative leadership and student voice and perspectives. A value add from YPAR with students around an issue impacting their academic experiences: Those who would become the beneficiaries of YPAR to understand and solve barriers to success need the experience of conducting the research in education, which benefits the students taking the research action. Through combining the assets of student action and student voice, YPAR engages students as advocates in establishing equity in educational settings (Ginwright, Noguera, & Cammarota, 2006; London, Zimmerman, & Erbstein, 2003; Ozer, 2015).

YPAR's expansion into educational institutions is relatively new. An intervention and strategy, YPAR has roots in community engagement, community organizing, and social action models, particularly those related to public health (Cammarota & Fine, 2008; Wang & Peck, 2013). YPAR engages participants in addressing issues that matter to them, creating transformative research findings in the fields of health and community social ills (Wang & Peck, 2013). YPAR builds on the strengths of students in all phases of the research process to design and conduct studies relevant to the community and helping to eliminate health and social

disparities (Cammarota & Fine, 2008; Wang & Peck, 2013). The use of YPAR challenges the deficit model of students by those who equate poverty with low student achievement (Pillawsky, 1998; Vega et al., 2015), serving as an intervention to remove barriers to academic and social development for students of color (Bernal, 2002).

Cammarota (2007) conducted a study with Latinx students with low GPAs, high truancy, high dropout risk, and low engagement. After students had participated in YPAR, their educational trajectories improved such that 88% graduated from high school and 58% continued on to college (Cammarota, 2007). Similarly, Rivera and Pedraza (2000) found YPAR improved engagement and reversed the trend of low academic achievement as students identified the need for curricula that addressed identity, language, culture.

Youth Participatory Action Research and School Climate

Bronfenbrenner's (1997) ecological systems theory is a human development theory viewing youth development as a system of relationships from all aspects of their environment. Berg, Coman, and Schensul (2009) discussed YPAR as being situated in ecological theory where meaningful change takes place not with the individual alone, but through a framework of sources of inequality and power. Ecological theory informs YPAR in three distinct ways: (a) reflection by youth regarding their selves in the environment, (b) implementation of the intervention by youth, and (c) advocacy, action, and analysis of the youth research results (Berg et al., 2009).

Students of color have used YPAR to address deficits, social inequities, and needs to advocate through student voice in their educational settings and communities (Stovall, 2006). In a collaborative study, students using YPAR develop a new community high school in their neighborhood. Their work using YPAR calls for student inclusion in different levels of school

governance, including the design of curricula and discipline policies (Stovall, 2006). The research revealed new relationships between school administrators, students, and community.

Through the intervention of student voice and the YPAR tool, engaged Black students ages 15 through 18 years (Livingstone, Celemencki, and Calixte, 2014). Their goal with YPAR involved Black youth researching factors, positively or negatively, impacting their success in school (Livingstone et al., 2014). Students then found solutions to reduce the high dropout rate of Black students in the city (Livingstone et al., 2014). The student results concluded that YPAR showed Black students found academic achievement influenced by family, peers, school, and neighborhood (Livingstone et al., 2014). Students recommended schools must do more to support Black students and integrate multicultural curriculum into the classroom, as well as to work closer with Black community organizations (Livingstone et al., 2014).

Ginwright, Noguera, and Cammarota (2006) researched youth-led evaluation at six high schools in New Orleans through the framework of Critical Race Theory (CRT) and social justice youth policy. The article presented student YPAR results showing inequality in the distribution of educational policies, with students serving as conveners and constructors in educational policymaking (Conner et al., 2015; Ginwright et al., 2006). Through YPAR intervention, students represented youth perspectives on school policies and increased engagement (Conner et al., 2015; Ginwright et al., 2005).

Youth Participatory Action Research and Self-Efficacy

Self-efficacy is the students' belief in their ability to organize and execute tasks for a desired level of performance (Bandura, 1986, 1997). In researching the problem of practice, self-efficacy may involve looking at collective efficacy as well, since YPAR is an intervention involving multiple students participating in the same process together. Students with high self-

efficacy can extrapolate new information, mimic high adaptive behaviors, and seek answers to things they do not understand. YPAR supports student self-efficacy and "mattering," as it draws upon youth as resources. Further, YPAR provides students with opportunities to gain new skills in self-confidence, self-efficacy, and collective efficacy, which are transferable to academic success and other areas of their lives (Cammarota & Fine, 2007; Livingstone, Celemencki, & Calixte, 2014). With YPAR, youth gain competencies in leadership, critical and analytical thinking, communication, collaboration, and organizing (Cammarota & Fine, 2007; Livingstone et al., 2014). When students participate in problem identification, they perform community mapping activities to develop research and communication skills, while gathering information on the assets and needs associated with student-selected issues to address and improve their self-efficacy (Berg, Coman, & Schensul, 2009; Ozer, 2015).

YPAR strengthens qualities connected to PYD, such as meaningful participation, support for efficacy and "mattering," and drawing on youth as resources for setting-level improvement (Eccles & Gootman, 2002). At the individual level, YPAR should to increase positive attitudes toward education, developing student self-efficacy and empowerment to act (Ozer, Ritterman, & Wanis, 2010). At the group level, YPAR leads to developing group cohesion, prosocial behaviors, and collective efficacy to address social issues (Berg et al., 2009; Ozer et al., 2010).

Khanlou and Peter (2005) found YPAR benefitted participants by in-group processing and duration of experience; however, this also negatively impacted YPAR because of participant attrition after initial intervention results. Although they participated in the initial phases of the YPAR intervention, some students did not receive the benefits at the end of the project, such as knowledge, resources, and networks (Gratz-Lazarus, 2012; Khanlou & Peter, 2005). Since YPAR necessitates a group of students to participate in the intervention, the process of voluntary

consent for the individual must be considered, as well as, addressing the possibility of group pressure in student participation (Gratz-Lazarus, 2012; Khanlou & Peter, 2005).

Youth Participatory Action Research and Critical Racial Pedagogy

Youth-led participatory action research is a social change process grounded in goals for empowerment, social justice, power/equity, and voice of marginalized youth (Cammarota & Fine, 2008; Freire, 1994; Mitra, 2003). The topic of power and who holds and yields it is central to creating equity and inclusion for marginalized communities. Students do not tend to hold power in the construct of K-12 schools (Smith, Beck, Bernstein, & Dashtguard, 2014; Smyth, 2006).

Students differentiate the connection between the socio-historical context of the problem as they critically reflect on activities as active change agents (Ginwright et al., 2006). YPAR shifts the structure of power and can reduce social disparities, fostering critical thinking and transferable analytical skills to benefit addressing community social problems (Powers & Allaman, 2012; Schensul & Berg, 2004). YPAR gives students, particularly marginalized ones, the opportunity to make decisions about their life course and allows space for addressing structural inequalities (Bertrand, 2016). YPAR allows for the integration of student strengths and resources as assets in educational contexts such as classroom pedagogy (Freire, 2007; Gonzalez, 2005).

Scholars have identified several assumptions that may influence YPAR as an intervention. Presumably, administrators and teachers currently supportive of having the intervention for their students will remain at the schools or pass their knowledge to subsequent stakeholders (Ozer & Wright, 2012). An assumption exists that adults will allow power sharing or authentically integrate student voice during and after the YPAR intervention (Nygreen, Ah

Kwon, & Sanchez, 2006). Also, YPAR intervention assumes sustained positive student outcomes beyond the academic period in which the intervention takes place (Tuck et al., 2008).

Researchers have demonstrated challenges to the viability of practicing CRP in schools (Cammorota, 2007; Morrison et al., 2008; Young, 2010) found one of the challenges to CRP being that the theory "ultimately clashes with the traditional ways in which education is carried out in our society" (p. 444). Several researchers reported that teacher participants in the study felt CRP was a difficult task to complete.

Teachers also felt overwhelmed by the limited time they had to cover the material so that students met grade-level proficiency, which stands in sharp contrast to a standardized curriculum and high-stakes tests. These challenges include the need to raise the race consciousness of educators and encourage them to confront their cultural biases, address systemic roots of racism in school policies and practices, and adequately equip preservice and in-service teachers with the knowledge of how to implement theories into practice (Bartolome, 2004; Morrison et al., 2008; Nieto, 2000; Young, 2010).

Youth Participatory Action Research and Power

When researching the concept of power and YPAR, the literature addressed a cross-section of factors related to students of color, engagement, and achievement. Upon initial efforts to review the literature, there appears to be a case for choosing YPAR as the selected intervention for the target population, the context, and factors to alleviate the problem of disengaged students not meeting achievement goals.

YPAR has roots in philosophy and from emancipatory ideologies like those of Freire (1970) and Rahman (Kemmis & McTaggart, 2007). YPAR exposes and addresses the power differential between researchers and participants and is intentional about filling the gap to instill

more equitable power (Herr & Anderson, 2005). YPAR is always a collective effort (Cammarota & Fine, 2008; Ozer, 2015) attending to issues of power and social change (Cammarota & Fine, 2008; Morrell, 2009). The objective with YPAR intervention is to inspire disengaged students into becoming scholars involved in their educational trajectory. Students participating in YPAR training learn strategies to collaborate with adults and peers, shift pre-set structures of power in education (Cammarota & Fine, 2008) and improve self-efficacy (Berg et al., 2009). Students discern the connection between the sociological and historical context of the problem as they critically reflect on activities as active change agents (Ginwright et al., 2006).

The participatory process empowers marginalized groups to enact social change on injustices and inequalities (Creswell & Plano Clark, 2011). Mertens (2007) offered a transformative methodological assumption for mixed methodology as an explanation for framing YPAR's potential alignment with promoting cultural competency. The connection of YPAR to issues of inclusive classrooms and school climate inform the transformative approach. Applying transformational axiological assumptions within Mertens (2007) the mixed methods model focused on issues of inequity and power for the target population of students within the problem of practice. On the issue of inclusive schools, Ginwright and Cammarota (2002) discussed critical knowledge for transitioning into healthy adulthood. A long-term outcome should be social justice youth development to help youth sustain positive racial, ethnic, and gender identities, along with a long-term desire to improve conditions within their communities and alleviate the adverse effects of inequality (Ginwright & Cammarota, 2002).

Participation in decision-making processes is a central component of YPAR power, which refers to building trust within and across a range of relationships between students and people in schools (Warren, 2005; Zeldin et al., 2003). Relational power connects to resources of

trust and cooperation by teachers, other adults, and peers (Zeldin et al., 2003). Inherent in the intervention of YPAR is an acknowledgment that learning involves collective power by challenging inequities students face in schools and communities. Rather than deny existing power structures and perpetuate the inequalities, YPAR serves to develop a joint mission to take action for disrupting and changing the structures that impede progress (Ginwright et al., 2006) and in the case of this dissertation, impeding the accomplishments of students of color (Cammarota, 2007; Freire, 1994). It is about using the capacity inherent in relationships to begin to address and redress social and structural inequality regarding who succeeds and who fails (Warren 2005). YPAR includes shared objectives of disrupting power relations, rethinking purposes of research, and reworking research and knowledge production processes (Maguire, 2001).

On one hand, YPAR researchers have portrayed power and empowerment as a transactional process from adult to youth (Cargo & Mercer, 2008). Therefore, addressing positionality and privilege is essential in the analysis of the YPAR process (Cahill, 2007). The YPAR process critically engages youth, connecting their authentic experiences to historical and structural issues of race, gender, and class (Torre & Fine, 2008). Critical YPAR recognizes youth efficacy both self and collective along with competency while disrupting the labeling of youth as "at-risk" (Cammarota & Fine, 2008).

The Process of YPAR

In considering the problem of practice, YPAR is an intervention the tenets of which address a more sustained engagement of marginalized students of color that, in turn, can improve academic achievement. Activities of YPAR produce proximal, intermediate, and long-term outcomes for students receiving the intervention. Critically relevant pedagogy, school climate,

self-efficacy, and engagement are four constructs commonly associated with both YPAR outcomes and positive impacts on student academic achievement.

There are five core components to a YPAR intervention: problem identification, structured and intentional training of students in YPAR methodology, data collection by students, student analysis of collected data, and student conducted action for social change. (London et al., 2003; Ozer, 2015; Ozer & Wright; 2012). The YPAR process begins by training students in research techniques and methodology before the process of their data collection. Students hone communication skills as they administer surveys and interview questions and document observations by soliciting valuable information from stakeholders connected to the identified problem (Ozer & Wright, 2012). Data analysis helps develop students' inductive and deductive reasoning skills and establishes evidence for them to communicate their plan of action around the selected problem (Ozer & Wright, 2012).

In participatory action research design typically utilize mixed methods to inform the cyclical, iterative processes of inquiry, reflection, and analysis with which participants are involved around their research findings (Kohfeldt, Chhun, Grace, & Langhout, 2011; Ozer, 2015). YPAR requires the blending of qualitative and quantitative methodologies (Kohfeldt et al., 2011; Ozer, 2015). The results gathered on students in YPAR are both quantitative- and qualitative coming from their personal life experiences. YPAR researchers are likely to begin with a quantitative research orientation (Ozer & Douglas, 2012), which informs the qualitative methods in YPAR as a component for students to decide on problem-solving objectives for their research (Creswell & Plano Clark, 2011; Ozer & Douglas, 2012).

The YPAR qualitative measurements include facilitating student reflection sessions during the process and focus groups at the end (Cammarota & Fine, 2007; Ozer & Douglas,

2012). Student interviews for reflections and focus groups use open-ended questions to gain understanding about student cultural experiences in their school environment, participation in the classroom (engagement), and power (efficacy) in their school community and classrooms (Ozer & Douglas, 2012).

Positive Youth Development Theoretical Framework

Lerner's (2004) theory of positive youth development provided the theoretical framework for the intervention. PYD upends the traditional deficit model for youth development with a focus on assuming PYD occurs naturally in the absence of youth problems (Lerner, 2004). The theory is a positive strengths-based model with a focus on facilitating youth to thrive. A core characteristic of PYD is its bidirectional nature, with environment affecting individual and the individual affecting the environment based on their actions (Benson, 2007; Sherrod, 2007; Wilkenfeld, Lauckhardt, & Torney-Purta, 2010). In the same way, the community provides assets that lead to civic engagement of young people, also gain assets from the young people's actions (Lerner, 2004).

PYD as a theoretical framework for the intervention centers on assets all youth have while recognizing the differentiation of experiences and needs based on specific cultures or contexts (Benson, Scales, & Roehlkepartain, 2011). Internal assets have been identified that can contribute to the current and transitioning lives of youth (Benson et al., 2011; Lerner & Benson, 2003; Scales & Leffert, 1999). Based on more than three million youth surveys in over 3,000 communities, Benson et al. demonstrated that the more assets youth have, the more they will positively thrive in multiple environments (Benson et al., 2011). External assets apply to the youth experience across multiple contexts of family, community, and school (Benson et al., 2011).

Internal assets are related to commitment to learning, such as achievement motivation and engagement in school; positive values, such as caring, integrity, equality, and responsibility; social competencies, such as decision-making, interpersonal skills and cultural competence; and positive identity, including a sense of purpose, self-esteem, and personal power.

The external assets tied to social support; boundaries and expectations of positive influence with adult relationships; youth value and worth by environmental surroundings through service opportunities; and the constructive use of time, including involvement in activities and programs that have creative aspects and are meaningful.

Conclusion

Across the literature review, related tangible impacts of YPAR to improve student efficacy, school climate, and cultural relevant pedagogy in student of color engagement. YPAR research showed student participants who authentically moved through the YPAR process increased engagement in their pursuit of enacting positive social change. With the fidelity of implementation, the YPAR process should yield outcomes for students of color. Chapter 4 includes the theory of treatment and logic model for the YPAR intervention. While exploring the development of the intervention design for the dissertation, the study's variables and research questions emerged for the study.

Chapter 4

Methodology and Procedures

Purpose of the Study

The purpose of this study was to evaluate the engagement and academic impact Youth Participatory Action Research program on students of color participating through XPTP organization. The study comprised pre-existing data from the student participants in the study as well as data from interviews with instructors of YPAR groups. The data for this dissertation study focused on two specific YPAR projects, which took place between the academic fall 2017 semester and the end of fall 2018.

Youth Participatory Action Research is an intervention composed of multiple sessions. In this study, students of color in each YPAR group received training on how to conduct and move through the YPAR process. The sessions included activities and training, which allowed students the opportunity to reflect about their environments and respond to perceptions pertaining to their school climate, cultural pedagogy, relationships with teachers and peers, and perceptions of self and group efficacy.

Research Design

The study will utilize a qualitative approach with XPTP sharing existing data from individuals who have participated in YPAR. The existing data may include de-identified data from recorded transcripts of process group meetings, artifacts of activities, student journals, and the YPAR guidebook used. Notes taken while reviewing qualitative data to consider themes and relationships in the de-identified data, as well as to determine alignments with pre-determined codes. Codes also emerged from compiled notes from the data sources. Pre-determined and emergent codes aided analysis of data themes.

Existing publicly available program documents including the instructor handbook and administrative data facilitated examining the extent to which YPAR delivery and reception occurred as intended by XPTP. YPAR instructor artifacts, notes, and/or transcripts of the group sessions were obtained from XPTP. Examination of these data materials occurred to determine the extent to which session delivery occurred as planned by comparison to the guidebook developed and utilized by XPTP.

Instructors were employees of XPTP, who conduct Youth Participatory Action Research with students, will be invited to voluntarily participate in an interview. Instructors and their responses to the interview questions will be de-identified. The invitation for instructors to participate will be sent by email. The interview with consenting instructors will be conducted via phone.

The research design for this dissertation included a process evaluation and an outcome evaluation to examine the fidelity of implementation and the impact of YPAR intervention on students of color. This qualitative study allowed for an examination of trustworthiness of data from several sources at the study site of the study, referred to by the pseudonym XPTP. First, there were two or three pre-existing data sets from YPAR projects conducted by XPTP instructors, with data from September 2017 through the date of the study.

Process Evaluation

This dissertation study was a process and program evaluation of existing data from a youth organization conducting YPAR in the North Minneapolis, Minnesota, area. The organization conducts ongoing YPAR opportunities and collects recorded qualitative information from students throughout the process of the YPAR project, subsequently storing youth focus group and individual interview recordings. The data to conduct this evaluation came from

baseline, demographic survey data as well as the coding and analysis of the recordings from interviews and focus groups.

Dusenbury, Brannigan, Falco, and Hansen (2003) explained the concept of fidelity of implementation of a research project, expressing there is no single working definition of the term. However, a general description of fidelity of implementation is the degree to which YPAR implementation occurs as the original project designers intended (Dusenbury et al., 2003). Although the study's parameters for fidelity of implementation were closely tied to the general definition, there was also room for reinvention to account for participant engagement or student voice (Dusenbury et al., 2003). For example, if student participants wanted more materials about Chicano history to support their research, such materials may come from peer-reviewed published sources or conducting oral interviews with a Chicano activist, a community nonprofit leader, or someone else in public service. The tool of YPAR implementation occurred as originally intended, with the fidelity of implementation encompassing adaptation from student voice and choice, thereby supporting both self- and collective efficacy.

YPAR is an empowerment strategy and process to reduce student disparities and foster critical thinking and transferable analytical skills to help address other community social problems (Cammarota & Fine, 2007). The YPAR process allows youth to conduct research aimed at improving problems in their schools or communities. YPAR as a methodology addressing the problem of poor academic achievement calls for a blending of qualitative and quantitative measures—a mixed methods approach—through surveys, focus groups, and interviews (Ozer & Douglas, 2015).

Dusenbury et al. (2003) and O'Donnell (2008) reviewed five measures of fidelity of implementation: adherence, duration, quality of delivery, participant engagement, and program

differentiation. They identified two measures most applicable to a project's fidelity of implementation, quality of delivery and participant engagement. YPAR can only occur with fidelity if the participants, in this case students, are responsive to the methods and engaged in intervention activities. The implementation of YPAR requires youth-led action and involvement. In this dissertation study, the researcher will examine the fidelity of YPAR process implementation. The study site utilizes a guidebook or toolkit for instructors to implement standardized training of students for fidelity of YPAR projects, with high fidelity defined by reviewing adherence to YPAR components.

Indicators of fidelity of implementation. Nelson, Cordray, Hulleman, Darrow, and Sommer (2012) suggested five measures to identify implementation fidelity: specifying the intervention model, identifying fidelity indicators, determining levels of reliability and validity, combining indicators, and linking fidelity to outcome measures. Assessed in this research were several variables and indicators. The four YPAR phases and activities mirror the logic model for YPAR (see Appendix C) detailing YPAR intervention and charting the inputs, activities, outputs, and outcomes. Student activities in the logic model reflect activity details within the YPAR indicators. For example, the logic model displays student activities in research and interviews with adults and peers. YPAR intervention has high fidelity upon correctly implementing the core components of the intervention, which are connected to the inputs and outputs identified in the logic model.

Adherence and Quality of Delivery

Problem identification phase. The YPAR process incorporates four phases: problem identification, data collection, data analysis, and social action. Within the problem identification stage, youth critically explore their communities. When students participate in this phase, they

perform community mapping activities that develops research and communication skills while gathering information on the assets and needs associated with a student-selected issue to address (Ozer, 2015). Students participating in YPAR training learn strategies to collaborate with adults and peers, shift pre-set structures of power in education (Cammarota & Fine, 2008), and improve self-efficacy (Berg et al., 2009). Students discern the connection between cultural, historical, and political contexts of the identified problem and then proceed to work on addressing the problem as change agents (Ginwright et al., 2006). High fidelity for problem identification means having at least 80% of participants actively participating in one or more community mapping activities and reflecting on the process. If engagement falls below 80% in the problem identification phase, there is low fidelity.

Data collection phase. The data collection phase consists of student participants creating research tools and gathering information. Students trained in YPAR methodology will develop research techniques and understand research methodology before they process their data. Students hone communication skills as they administer demographic surveys, pose interview questions, and document observations by soliciting valuable information (Ozer & Wright, 2012). High fidelity during the data collection is 80% of the treatment group participants engaging in group training sessions on creating a methodology and implementing tools for their YPAR data collection.

Data analysis phase. The data analysis phase includes examining data and identifying results to design and carry out the action phase of YPAR. Data analysis develops students' inductive and deductive reasoning skills and establishes evidence for them to communicate their plan of action around the selected problem (Ozer & Wright, 2012). As with the previous phases, high fidelity means a minimum student participant rate of 80%.

Social action phase. This phase involves transforming the research findings into recommendations for social action plan to address the identified problem (London et al., 2003; Ozer, 2015; Ozer & Wright, 2012). Appendix C is a summary of YPAR process indicators, along with fidelity measurements of participant contributions to this phase. For the recommendation and dissemination portion of YPAR, fidelity occurs when students are advocates in establishing educational settings that reflect their experiences and involve learning for success (Ginwright et al., 2006; Ozer, 2015).

Dosage and Participant Engagement

Herr and Anderson (2005) operationalized dose in participatory action research as both the intervention dose delivered by program providers and the dose received by program participants. They found the concept of dose further demonstrated by the degree to which participants were receptive to and engaged with program processes. YPAR is a strategy through which youth investigate meaningful social topics, participate in research on root causes of problems directly impacting them, and then take action to influence policies by disseminating their findings to policymakers and stakeholders (Cammarota & Fine, 2007). YPAR is an empowerment strategy and process to reduce student social disparities and foster critical thinking and transferable analytical skills to address other community social problems (Cammarota & Fine, 2007). Through the YPAR process, youth can conduct research aimed at addressing problems in their schools and communities.

Students as evaluators. Designed to empower students, youth participatory evaluation, when included in the intervention process, engages youth as evaluators. Students are the primary stakeholder in YPAR evaluation because they hold an interest in monitoring and advocating for the goals and integrity of the project they conducted. Students in the evaluation process can ask

questions pertaining to the success and challenges of the YPAR project they created. They can also evaluate what post-project needs exist that threaten change implementation or stifling the sustainability of the project. Three fundamental questions youth can ask in self-reflection throughout the YPAR process are (a) What are we (as students or adults) trying to accomplish? (b) How well are we (as students or adults) doing? and (c) What could we (as students or adults) do to improve the process?

YPAR instructors. YPAR group instructors receive training in YPAR logics and process. Specific training required to facilitate YPAR groups includes research, analysis, and cultural histories and context to foster decolonizing of educational processes. As instructors, adults train youth researchers in YPAR methods to lead the collaborative research process. As collaborators or coresearchers, they research alongside youth researchers and provide technical assistance. Adults in YPAR were conscientious of power structures, including inequalities that intersect with student of color experiences.

Engagement and retention. Bertrand (2016) suggested when students present their findings and insights on pertinent issues, adult stakeholders shift power to increase youth voice and include youth as viable decision-makers in educational options. YPAR participation leads to new leadership opportunities for students to invest in their educational process (Jacquez, Vaughn, & Wagner, 2013; Ozer & Wright, 2012). YPAR strengthens qualities connected to PYD such as meaningful participation, support for efficacy and "mattering," and drawing on youth as resources for educational improvements (Eccles & Gootman, 2002).

Data collection. The nature of YPAR as an intervention can pose issues with assigning positive impact to the intervention or other factors based on the larger community exposure of the participants. Community research uses pre-post results for the intervention community within

the larger community. The advantage inherent in this type of comparison is not relying on a single, nonequivalent community. This may be an advantage in the dissertation study, because of the potentially low number of Black participants as opposed to Latinx participants.

In this participatory action research study, a mixed methods design informed the cyclical, iterative processes of inquiry, reflection, and analysis with which participants are involved around their research findings (Kohfeldt et al., 2010; Ozer, 2015). The literature on YPAR demonstrates the simultaneous gathering of qualitative and quantitative data (Kohfeldt et al., 2010; Ozer, 2015). Student YPAR results are both quantitative as well as qualitative from their personal life experiences. YPAR researchers are likely to begin with a quantitative research orientation (Ozer & Douglas, 2012). Quantitative methods inform the qualitative methods in YPAR as a component for students to decide on problem-solving objectives for their research (Creswell & Plano Clark, 2011; Ozer & Douglas, 2012).

YPAR qualitative measurements include the facilitation of student reflection sessions during the process and focus groups at the end of the intervention (Cammarota & Fine, 2007; Ozer & Douglas, 2012). Student interviews for reflections and focus groups use open-ended questions to gain understanding about student cultural experiences in their school environment, participation in the classroom (engagement), and power (efficacy) in their school community and classrooms (Ozer & Douglas, 2012).

Strengths and Limitations of Design

On the positive side, construct and expert validity are strong aspects of YPAR (Cammarota & Romero, 2011). Construct validity has been measured by examining the relationship between various scales to other theoretically related constructs, including school-related behavior and standardized test scores (Hanson & Kim, 2002). Torre and Fine (2006)

observed that YPAR enhanced construct validity when youth researchers responded to the research of the opportunity gap and have been instrumental in redefining it as an "opportunity gap," strengthening the construct validity of the concept.

Evaluation of YPAR has strong generalizability, as reported by Cammarota et al. (2011) and Ozer (2015). The design for the dissertation evaluation encompassed similar generalizability characteristics from research and as addressed by Wholey, Hatry, and Newcomer (2010). Sample size, demographics, and measurement tools are some of the factors that bring strength to this design.

The YPAR approach requires a substantial time commitment (Ozer, 2015). As researchers of YPAR continue to reveal, one of the greatest threats to the validity of the intervention is related to its ability to see the hypothesized, long-term outcome of increased academic achievement. The face validity of the intervention for engagement is likely, but on the limited amount of time the study, seeing the proposed impact on achievement was beyond the study's timeframe. Another threat to validity is the relatively small sample sizes used in this type of intervention, which points to continued problems with statistical validity in the research (Shadish, Cook, & Campbell, 2002). These two threats to validity are items for continued research.

Internal validity is another issue that can occur, as the concept of power and adults relinquishing their established power for the authentic implementation of YPAR can vary. Depending on the adult, students may experience different levels of adults asserting power and positionality while they participate in conducting YPAR. One of the ways I hope to mitigate this issue is by finding out which adults youth will most likely connect to during the research.

Outcome Evaluation

The outcome evaluation hypothesis reads: There will be a demonstrated increase in engagement, and thereby achievement, when students of color participate in YPAR. In YPAR programs, students are central to the procedures of the intervention taking place. Students gain the opportunity to voice an issue, which impacts them and their peers. Students then conduct research to take corrective actions and facilitate social change. Active engagement in the process is essential for student stakeholders, as they are central to the intervention taking place. Students' influence on the program success is that they are primary drivers on continuing future YPAR projects and sustaining current projects. Potential barriers like low self-efficacy may influence the interest or involvement of students who may benefit the most from the effects of the intervention.

Theory of change. Youth Participatory Action Research (YPAR) is an empowerment strategy and process to reduce youth inequality and foster transferable critical and analytical skills to address problems facing them and their communities (Cammarota & Fine, 2007). The YPAR process allows youth to conduct research aimed at improving youth status and voice in places they occupy and hold relatively no power in that context. The persistent problem of opportunity gaps for Black, First Nation, and Latinx students raises the questions about strategies to increase engagement and reduce factors that disengage students from advancing their educational goals (Vega et al., 2015).

Leviton and Lipsey (2007) discussed recommendations for developing a theory of treatment for proposed research interventions. Research interventions serve as treatments to effect change for a targeted problem (Leviton & Lipsy, 2007). The hypothesis for the dissertation's problem of practice is that students of color receiving YPAR treatment will

increase their engagement and achievement (see Appendix A). Students of Black, First Nation, and Latinx descent moderate the relationship between YPAR and engagement and achievement. There is an expected and significant, positive change in the overall engagement of students of color, and that the outcomes between Blacks and Latinx will be different from one another. There are four mediating variables in the proposed research: student engagement, self-efficacy, culturally inclusive pedagogy, and school climate. To address these variables, the YPAR process incorporates indicator modules. These indicators are mirrored in the theory of change and logic model.

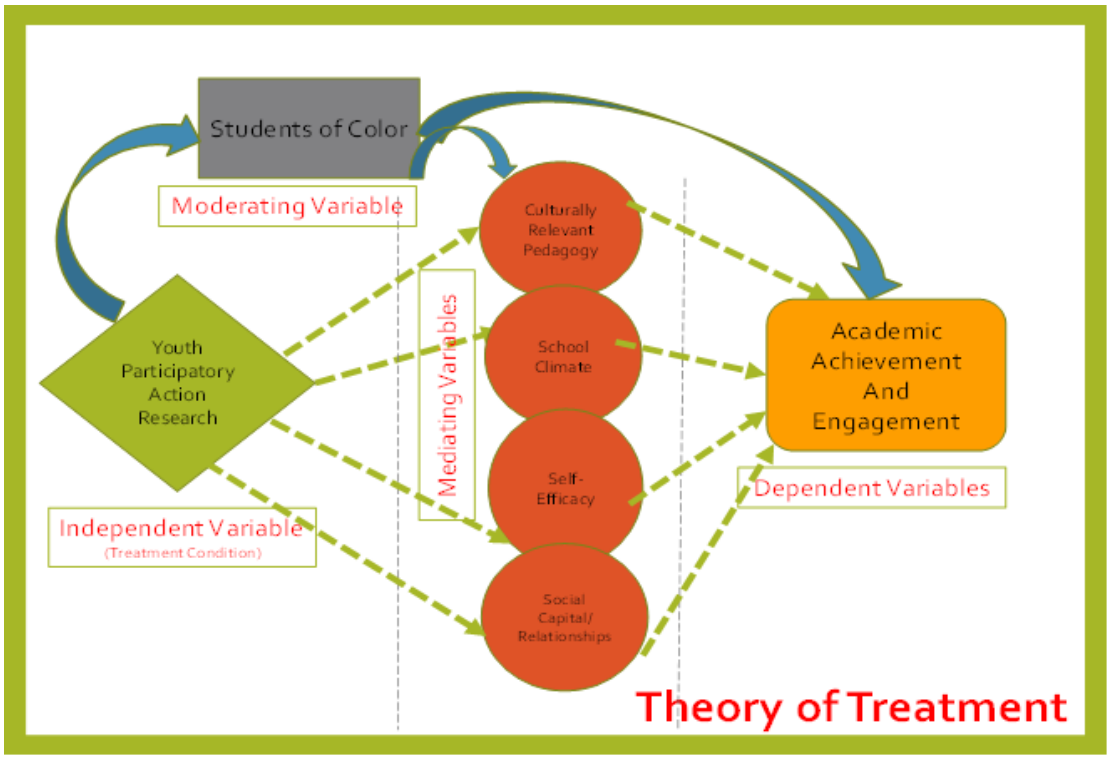

Figure 4.1. Theory of treatment.

The theory of treatment in Figure 4.1 represents the relationship between the variables for the problem of practice research. The independent variable of YPAR serves as the treatment condition directly influencing students of color. In Figure 4.1, a solid blue arrow connects YPAR

to the moderating variable, students of color, and has a direct relationship with the dependent variable of academic achievement, represented by another solid blue arrow.

Four mediating variables explain the relationship between the independent variable, YPAR, and the dependent variable, academic achievement: CRP, school climate, self-efficacy, and social capital. These variables explain the "how" and "why" there is a relationship between YPAR and academic achievement. Each mediating variable exists as a construct in the YPAR process, represented in Figure 4.1 by green dashed arrows leading from YPAR to each of the mediating variables. In turn, the four mediating variables have a relationship to engagement and academic achievement, as illustrated in Figure 4.1 by green dashed arrows between each of the mediating variables to the dependent variable. Increased academic achievement and engagement are effects for students of color receiving the treatment of YPAR (Cabrera, Milem, Jaquette, & Marx, 2014; Cammarota & Romero 2006).

Data for students participating in the YPAR study will come primarily from student self-reports, school records, and teacher feedback. Researchers have defined engagement as the extent to which students are interested in school and personally invested in their academic outcomes and school connectedness (Boutakidis et al., 2014). The expectation is that increased engagement will occur during the process of the treatment and measured at several points in time. Increased academic achievement may serve to be a long-term outcome measurable beyond the timeframe of the dissertation study.

The theory of treatment (Figure 4.1) is realized and supported within the logic model (Appendix C) for the YPAR intervention. Whereas the theory of treatment for YPAR identifies causal factors in the intervention process, the logic model details the YPAR intervention process regarding inputs, activities, outputs, and outcomes. Student activities in the logic model

(Appendix C) reflect the details of activities that are the internal mechanisms of the YPAR treatment. For example, the logic model displays student activities in research and interviews with adults and peers. These activities will not only lead to increased communication skills, but are also representative of the mediating variable impacting the social capital of student participants. Students will hone communication skills as they administer surveys, develop interview questions, and document observations by soliciting valuable information from stakeholders connected to the identified problem (Ozer & Wright, 2012).

YPAR's emphasis on research training and broader change efforts differs from direct peer-to-peer helping. Ozer and Wright (2012) hypothesized that participation in YPAR would be associated with increased levels of psychological empowerment, constituted by dimensions of motivation to influence their schools and communities, sociopolitical skills, perceived control, and participatory behavior. The independent variable, YPAR, will impact the dependent variables of engagement and academic achievement. Activities of YPAR produce proximal, intermediate, and long-term outcomes for students receiving the intervention. Critically relevant pedagogy, school climate, and self-efficacy are three constructs or mediating variables for the YPAR study.

Students participating in YPAR training learn strategies to collaborate with adults and peers and shift pre-set structures of power in education (Cammarota & Fine, 2008) and improve self-efficacy of students (Berg et al., 2009). Students discern the connection between cultural, historical, and political contexts of a problem the select to work on as change agents (Ginwright et al., 2006). The logic model and theory of treatment align and both lead to the desired outcomes of improving student engagement and academic achievement. As students conduct data analysis, they will develop inductive and deductive reasoning skills and support the output

of recommendations or policies to improve student engagement and achievement (Ozer & Wright, 2012).

Independent Variable

Youth participatory action research. YPAR is an empowerment strategy and process to reduce student social disparities and foster critical thinking and transferable analytical skills to benefit the addressing of other community social problems (Cammarota & Fine, 2007). The YPAR process allows youth to conduct research aimed at improving problems in their schools and communities. Measuring YPAR as an intervention to address the problem of academic achievement will include using both qualitative and quantitative measures. The mixed methods approach, through surveys, focus group, and interviews responses, offers quantitative data (comparative) and qualitative data (contextual; Ozer & Douglas, 2015).

YPAR process tool. YPT qualitative data measures four mediating variables in the problem of practice. Items in the YPT include a 4-point Likert scale response option, which eliminates the option of a neutral choice, a common default choice among the age group (Ozer & Douglas, 2012). The YPT psychological empowerment scale assesses four core conceptual areas: general socio-political skills, motivation to influence one's school or community, participatory behavior, and perceived control, all of which showed positive correlations (0.59–0.66) to one another (Ozer & Douglas, 2012).

The focus groups will occur post-YPAR treatment. The qualitative YPT measurement facilitates the focus groups during class time at the end of a semester of YPAR participation (Ozer & Douglas, 2012). Students are part of three separate focus groups and interviewed about open-ended questions to understand student experiences about feeling culturally included in their

environments, participation (engagement), and power (efficacy) in their school community and classrooms (Ozer & Douglas, 2012).

The qualitative data analyzed showed consistency using verbatim transcriptions of the students' group interviews. Transcript coding occurred by at least two members of the research team experienced in qualitative coding to establish consistent application of codes to data. Each YPT qualitative scale resulted in good to excellent interrater reliability except for the power-sharing of major decisions scale, which showed interrater reliability in the acceptable range. The YTP instrument can be useful for a range of settings practicing YPAR and similar youth empowerment programs (Ozer, 2015). Findings from YPT assessments showed YPAR is a strong predictor of student engagement in classrooms (Fleiss, 1981). Qualitative results show strong interrater reliability for the three measurement scales for focus groups and videotaped interviews. YPT results confirmed three out of four hypotheses in the research on the use of YPAR. Researchers discovered modest, statistically significant effects for the treatment versus control condition at one or both follow-up points. Ozer and Douglas (2012) found the following:

> For sociopolitical skills at follow-up 1 and (-0.081, p\0.05, 95 % CI [-0.15, -0.01]) follow-up 2 (-0.123, p\0.01, 95 % CI [-0.19, -0.06]); motivation to influence their schools and communities at follow-up 1 (-0.104, p\0.01, 95 % CI [-0.16, -0.05]); and participatory behavior at follow up 2 (-0.146, p\0.01, 95 % CI [-0.23, -0.06]). There were no significant effects found for perceived control at school or self-esteem at either time of measurements. (p. 71)

YPT shows the reliability of students' behavioral engagement regarding power-sharing with adults over decisions in the YPAR project and power-sharing over daily structure and activities in the classroom. Results of the first regression show that power-sharing over major

decisions explained 15% of the additional variance in students' behavioral engagement and was a significant predictor after controlling for baseline engagement ($\beta = 0.41$, $t(19) = 2.18$, $p = 0.05$). The second regression indicated that power sharing over daily classroom structure explained 27% of the variance in engagement scores, after controlling for baseline engagement ($\beta = 0.53$, $t(19) = 2.57$, $p < 0.01$; Ozer & Douglas, 2012).

Moderating Variable

The dissertation revolves around the moderating variable of students of color. Students of color are defined, within this problem of practice, as students who identify as Black, First Nation, and Latinx (Bernal, 2002; Ruiz & Sánchez, 2016). Data for students identified as students of color for the problem of practice will be drawn from self-reported responses by the students wanting to participate in the study. High fidelity is that 100% of the participants in each group will identify as being Black, First Nation, and Latinx.

Mediating Variables

Culturally relevant pedagogy. CRP is a theoretical framework that addresses student achievement through strategies including students' cultural identities, social capital, and experiences and acknowledges racial inequities in schools and other institutions (Ladson-Billings, 2014; Lynn & Dixon, 2013). Development of a 10-question Closing the Achievement Gap (CTAG) module helped to assess student perceptions about receiving help with coursework, challenging academics, culturally inclusive lessons, equity in opportunities, and fair and respectful treatment of all students. The Likert scale questions have been revised in recent years to align with new CTAG-related questions on the California School Staff Survey. The measurement tool for the problem of practice will be the revised version of the CTAG module.

School climate. Although definitions of a school climate vary, school climate appears to be a representation of students' subjective school experiences (Zullig et al., 2014), including feelings of safety (e.g., order and rules, social and emotional safety). Specifically, school climate measures will facilitate understanding student experiences of school life and the interpersonal relationships when learning (Wang & Degol, 2016; Zullig et al., 2014). The school climate module measures rigor, relationships, motivation fairness of rules, cultural sensitivity, dispensing discipline, safety, and the relevance of curriculum. Initially, the module saw use in California's Safe and Supportive Schools Project Survey with the intention to make comparisons between student, staff, and parent survey data on school climate to guide school improvement efforts. It is now primarily used as an independent module to measure student perceptions of school climate.

Self-efficacy. Self-efficacy is students' belief in their ability to organize and execute tasks for a desired level of performance (Bandura, 1986, 1997). There is a possibility that in researching the problem of practice, self-efficacy may include looking at collective efficacy as well, since YPAR is an intervention involving more than one student participating in the same process together. The Supplemental Resilience & Youth Development Module contains questions assessing the three key developmental constructs: caring adult relationships, high expectations, and meaningful participation. The module also evaluates six personal social-emotional skills and resiliency: communication and collaboration, empathy, efficacy, self-awareness, problem-solving, and goals and aspirations.

Dependent Variables

Engagement. Researchers often explain engagement as the extent to which students are interested in school and personally invested in their academic outcomes and school connectedness (Boutakidis et al., 2014). The Social Emotional Health Module (SEHM) greatly

enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to not only student mental health and well-being, but also academic success and career and college readiness. Building on some of the scales in the existing CHKS Resilience and Youth Development Module (RYDM), includes scales assessing youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control, gratitude, zest, and optimism.

Academic achievement. For this study, academic is a student's success in meeting short- or long-term goals in education (Lynn & Dixson, 2013). In the framework of the problem of practice, academic achievement means maintaining a GPA above 2.0, gaining proficiency in core subjects, and being prepared for postsecondary college readiness and career. Data for students participating in the YPAR study will primarily come from student self-reports and school records.

Figure 4.1 represents the relationship between the variables for the problem of practice research. Earlier the paper presented operational definition of the variables. The independent variable of YPAR serves as the treatment condition directly influencing students of color. A solid blue arrow connects YPAR to the moderating variable, students of color because of the direct influence the variables relationship. Students of color also have a direct relationship with the dependent variable of academic achievement, which is represented by another solid blue arrow.

The relationship between the independent variable, YPAR, and the dependent variable, academic achievement, is explained by four mediating variables: CRP, school climate, self-efficacy, and engagement. Each mediating variable exists as a construct in the YPAR process

and is represented in Figure 4.1 by green dashed arrows leading from YPAR to each of the mediating variables. In turn, the four mediating variables have a relationship to academic achievement, and the connection is also represented in Figure 4.1 by green dashed arrows between each of the mediating variables to the dependent variable.

Increased academic achievement is the presumed effect from students of color receiving the treatment of YPAR. The four mediating variables intervene between the independent and dependent variables. The relationship between CRP and academic achievement appears in the literature. Ladson-Billings (2014) determined that CRP positively impacted academic success, cultural competence, and critical or sociopolitical consciousness.

Results from research show that school climate has a significant impact on how a student feels about learning, belonging and attitudes toward the school (Lawson & Lawson, 2013). Studies also have shown that positive perceptions of school climate have been associated with higher academic success. (Mattison & Aber, 2007). Lastly, researchers have shown that engaged students tend to have more positive academic outcomes, such as higher grades and lower dropout rates, than those who are disengaged (Finn & Zimmer, 2012; Fredricks et al., 2004).

Table 4.1
Variables

Variables	Definition
Moderating variable	
Students of color	Students of Color are defined as students identified as African-American or Black; Latino or Hispanic or Latinx; and Native American or American Indian or First Nation (Bernal, 2002; Ruiz & Sánchez, 2016).
Mediating variables	
Culturally relevant pedagogy	Classroom practices and materials which impact a specific cultural group of students either through absence of materials or through negative representation (Dee & Penner, 2016).
School climate	School climate is increasingly being defined as a representation of students' subjective school experiences, including feelings of safety (e.g., order and rules, social and emotional safety (Zullig et al., 2014).
Self-efficacy	Self-efficacy is a student's ability to organize and execute courses of action required to attain some designated level of performance (Bandura, 1986, 1997).
Independent variable	
Youth participatory action research (YPAR)	YPAR is an empowerment strategy and process to reduce social disparities of students and foster critical thinking and transferable analytical skills to benefit the addressing of other community social problems (Cammarota & Fine, 2007).
Dependent variables	
Academic achievement	Academic achievement refers to a student's success in meeting short- or long-term goals as set by the educational institution (Lynn & Dixson, 2013).
Engagement	Student engagement is the degree to which students are interested and give attention to learning and progress in their education (Kennedy, 2009).

Research Questions

In considering the problem of practice in relation to the intervention of Youth Participatory Action Research (YPAR), there are four research questions:

1. How does the organization ensure program fidelity of process across YPAR cycles?
2. How does youth participatory action research enhance Black, Latinx, and First Nation educational engagement?
3. What opportunities do students have to disrupt traditional power structures within the school setting?

4. How do definitions of academic achievement vary among stakeholders in the study?

Table 4.2.
Data Summary Matrix

Research questions	Data source	Data analysis
How does the organization ensure program fidelity of process across YPAR cycles?	Student visual and written artifacts, instructor interviews, and YPAR guidebook	Qualitative—coded themes from transcripts, artifacts, and interviews
How does youth participatory action research enhance Black, Latinx, and First Nation educational opportunities?	Student visual and written artifacts and instructor interviews	Qualitative—coded themes from meeting transcripts, artifacts, and interviews
What opportunities do students have to disrupt traditional power structures within the school setting?	Student visual and written artifacts, instructor interviews, and YPAR guidebook	Qualitative—coded themes from transcripts, artifacts, and interviews
How do definitions of academic achievement vary among stakeholders in the study?	Student visual and written artifacts and instructor interviews	Qualitative—coded themes from transcripts, artifacts, and interviews

Methods

Participants

There are two participant groups for this dissertation, each composed of the students of color who agreed to participate in activities of organization XPTP. Like the students within the needs assessment, students of color attended two schools in the geographic area of North Minneapolis with ages ranging from 14 years to 19 years old.

Adult instructors specifically trained to facilitate YPAR process for schools and community entities who worked for XPTP led the two groups of participants. The total number

of instructors for group may be n = 2 or n = 3. The instructors were adults who train and guide students during the components of the YPAR process.

Procedures

The study is based on the pre-existing data for activities student participants have previously completed. The student participants for the study are not taking part in any procedures or performing any tasks to generate new or additional data for this study. Instructors will be recruited to voluntarily participate in responding to a list of proposed interview questions over the phone, with responses collected through written notes. Instructors and the data gathered from interviews will be de-identified. The interview should last no more than 60 min and occured during a single interview session.

Student Participant Recruitment

Participants are students who participated in XPTP's YPAR. Student data were pre-existing and de-identified but based on XPTP's description of its YPAR participants. The student data will include individuals who:

1. Attend or attended high school during the 2017–2018 and 2018–2019 academic year in the North Minneapolis, Minnesota, area;
2. self-identified as a member of Black, Latinx, and/or First Nation racial groups, and
3. ranged in age from 14 to 19 years when they participated in the YPAR process at XPTP.

Instructor Participant Recruitment

All existing data does not require direct recruitment; however, YPAR instructors will be directly recruited via email for voluntary participation in this study. See Appendix D for the recruitment email requesting participation by instructors. The instructors, based on XPTP's

criteria, must be over 21 years of age, have experience conducting YPAR during the 2017–2018 and 2018–2019 academic school years, and be currently employed by XPTP.

Three instructors served in the function of conducting YPAR with students at XPTP: one for YPAR1 and two for YPAR2. The instructors interviewed must be employees of XTPT as verified the information listed on the organization's public website and the description of their projects matching the information from the de-identified existing YPAR data.

Pre-existing Data Collection

Pre-existing data from XPTP provided information on students and instructors who participated in YPAR. The existing data included de-identified information from recorded transcripts of process group meetings, activity artifacts, student journals, and the YPAR guidebook used.

Notes taken while reviewing the qualitative data aided to consider themes and relationships in the de-identified data, determining alignments to pre-determined codes. Codes will also emerge from the compiled notes from the data sources. Existing publicly available program documents, the YPAR guidebook, meeting agendas, and administrative data facilitated examining the extent to which the YPAR was delivered and received as intended by XPTP. Examination of artifacts enabled the researcher to determine the extent that sessions were delivered as planned by comparing them to the guidebook developed and utilized by XPTP.

Qualitative Coding of YPAR Data

Prior to analysis of the data was the removal of identifying information not previously removed by XPTP. Notes taken on the data during this time helped to begin formulating themes, relationships, and alignment to pre-determined codes. Code development was made through compiled notes from the data sources, with pre-determined and emergent codes aiding in

analyzing identified themes. A codebook was completed to evaluate the relationship between identified variables and answer the four research questions.

XPTP has existing data from students and instructors who participated in YPAR; this may include a combination of YPAR group meeting transcripts and reflection interviews of students of color, artifacts of photos or drawings produced by students during the YPAR process, and/or written journals. Additional data was sourced from the guidebook used by the instructors and student YPAR projects. Instructors participated in a short, individual interview to ascertain their role in the YPAR process, their experience with student engagement throughout the process, their adherence to the prescribed YPAR steps, and description of instructors' coding strategies from existing student YPAR data.

Trustworthiness and Triangulation

Trustworthiness of qualitative data consists of credibility, transferability, dependability, and confirmability (Denzin & Lincoln, 1994; Herr & Anderson, 2005). Trustworthiness will be accessed by examining and comparing the data from the various data sources. Triangulating of the qualitative coding by the participant groups and the dissertation codebook will also take place. The component of credibility and transferability had the most relevance to this study. A discussion about factors on the study's transferability will appear in Chapter 5 of the dissertation with credibility addressed in this chapter.

Credibility referenced the degree of certainty results or findings for the study were true as well as the reality of what the data were supposed to represent. Lincoln and Guba (1985) viewed credibility as the most important factor for trustworthiness. In this dissertation study, three sources of data helped in establishing credibility: analysis of the YPAR guidebook, analysis of the data from student participants, as well as the data from, review of instructor implementation

data. Triangulation guarded against researcher bias in analyzing data and presenting findings, as the value of trustworthiness in participatory research and evaluations improved the credibility of the process and outcomes (Herr & Anderson, 2005).

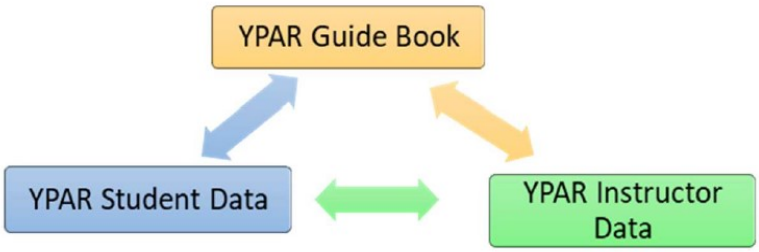

Figure. 4.2. Triangulation of data sources.

Positionality as Researcher and Countertransference

It is important to note the potential issues around my position as the researcher for this dissertation study. Although I had no direct influence over student or instructor participants of the study, my professional role and the work of XPTP are indirectly connected on a national basis as collegial entities. The methodology of recruiting potential instructors for interviews and request for data occurred in a manner so as not to exert undue influence on XPTP or its staff. All requests for participation or data to three attempts, when necessary. I emphasized that participation in the study was voluntary and that data would be de-identified. In the case of the data, only one request was needed to garner the pre-existing data used in the analysis, with three requests made to recruit instructors for interviews. As revealed in Chapter 5, requests for interviews did not garner instructor participation. The lack of instructor participation had no negative impact on the relationship between XPTP as an organization and this researcher's professional organization.

The second aspect of researcher positionality in this research dealt with taking precautions for addressing countertransference. Data from transcripts included student expressed

details of racism and bias they experienced in their school settings and classroom culture, primarily from teachers and white student peers. The relayed experiences needed to be taken into consideration during the analysis of the data when it was connected to the racial experiences and school climate of the students of color. Students' reflections on the negative racial events in their education were like my experiences in the United States K-12 education system decades prior to theirs.

Andersen and Ivarsson (2016) described the potential for countertransference in the researcher/participant setting. Countertransference is traditionally a term reserved to explain the psychotherapeutic phenomenon of a therapist becoming positively or negatively attuned to the issue or trauma of their patient (Andersen & Ivarsson, 2016). Countertransference may appear in research when a researcher, in relating to the traumatic experiences of the participants, exhibits a deep desire to directly resolve the participants' situation (Andersen & Ivarsson, 2016). The issue of countertransference was attended to throughout the course of the dissertation and particularly during the analysis phase of the research. Employing a frequency count during the coding process of analysis, as well as, triangulating the data resolved countertransference of having researcher positionality lead to inaccurate research finding.

Conclusion

In the context of education, YPAR will serve as an intervention to remove barriers to academic and social development for students of color. Conducting an intervention with YPAR leads to the expectation that positive change will occur in the problem of practice when applied to the target population. If Black, First Nation, and Latinx students acquire the authentic opportunity to actualize student voice in their educational process, through youth participatory action research, then their engagement, self-efficacy, cultural inclusion, and overall perception of

school climate will improve and close the opportunity gap (Ozer, 2015). To understand the impact of the YPAR process, it is important to access the overall mechanisms to implement YPAR with students as well as the interlocked assessment of the products which students produced from the YPAR activities. In Chapter 3, a review of literature on the YPAR process revealed the steps (Cammarota & Fine, 2007; Ozer, 2015).

The intent with this section of the dissertation is to provide an overview of how two separate YPAR projects meet high fidelity of YPAR intervention standards. Duncan-Andrade, Reyes, and Morrell's (2008) cycle of critical praxis (Figure 4.3) was one measure to evaluate the program trustworthiness of implementing YPAR. The five steps of the cycle of critical praxis are to identify the problem, research the problem, develop a collective plan of action to address the problem, implement the collective plan of action, and evaluate the action, assess its efficacy, and reexamine the state of the problem (Duncan-Andrade et al., 2008, p. 12). The cycle of critical praxis is an evolution of Freire's (1970) methodology of critical pedagogy and social justice model for activism and social change.

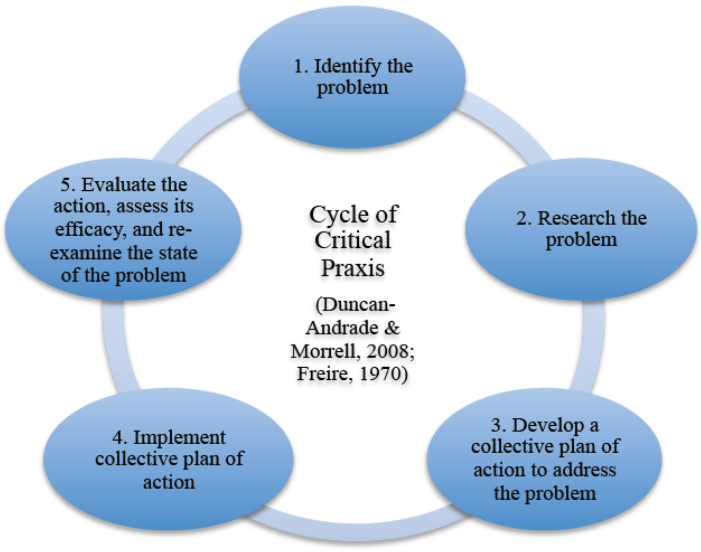

Figure 4.3. Duncan-Andrade, Reyes, and Morrell's (2008) cycle of critical praxis.

Chapter 5

Findings and Discussion

The Coleman Report of 1966 ushered in the era of assessing the academic achievement of students within the United States with an emphasis on examining the intersection of race and class (Coleman et al., 1966; D'Amico, 2001; Noguera & Akom, 2000). The Coleman Report pointed to certain indicators and variables of academic achievement among Black, Latinx, and First Nation students and compared their abilities to those of the white student population in the nation (Coleman et al., 1966). This chapter includes presentations of the implementation of YPAR intervention, the findings, discussions of the research questions and constructs, as well as the limitations and implications for future practice and research. As a result, this study will hopefully add to the literature of YPAR and the effects it can have on the students of color in educational institutions.

Evaluation of YPAR Process

Two YPAR Projects

The first YPAR project, referred to from this point forward as YPAR1, was conducted in the academic spring semester of 2017. Students who participated in YPAR1 explored the barriers immigration histories and immigration statuses create for high school Latinx girls and women in the completion and furthering of their education. Students in YPAR1 all attended the same high school in the Minneapolis Public School District. Their YPAR project concentrated on the school climate experiences of Latinx girls and women.

The second YPAR project, henceforth labeled YPAR2, was comprised of students focused on nutrition issues that impacted the community in which they lived and attended school. The goal with the YPAR2 research project was to inform an existing community food

program on the local community food systems and community members; dietary habits. YPAR2 was to propose strategies to increase healthier eating practices in North Minneapolis.

Student Recruitment

Student information for this dissertation came from pre-existing data from XPTP. For both YPAR projects, students self-selected to participate with XPTP's YPAR program. During the recruitment phase, potential student participants underwent snowballing technique in their recruitment for other potential student participants. Based on information from pre-existing data, instructors for each of the YPAR groups secured release of information permission forms for the students to participate in XPTP's program.

Each YPAR group had a predetermined maximum number of 12 students who would be able to participate in the project. Neither YPAR1 nor YPAR2 met or exceeded the maximum number of student participants. YPAR1 was composed of eight student participants who resided and attended school in Minneapolis and self-identified their countries of origin including Ecuador, El Salvador, Guatemala, Honduras, and Mexico. The YPAR1 project had one instructor from XPTP and one research advisor not employed by XPTP who worked with student participants throughout the process of their project. YPAR2 was comprised of 10 students who resided and attended school in the community of the YPAR2 project. Students participating in YPAR2 self-identified as Black or First Nation, with one student without an identified racial group. The YPAR2 group had one instructor from XPTP and a second youth co-instructor who was also a participant in the YPAR2 group.

Instructor Recruitment

Three instructors were recruited to participate in the dissertation study. Despite making three attempts by email to individually recruit instructors to participate in the study, none

responded to the requests. The initial email request gave a one-week period to respond for participation, with a subsequent reminder email giving a five-day extension followed by a final email sent to the three instructors after the extension lapsed with a final invitation that expired three days later. Since instructor recruitment attempts proved unsuccessful for the dissertation study, analysis of information regarding the role and perceptions of the instructors came from pre-existing data from YPAR process transcripts and artifacts and from XPTP.

Process of Implementation

Schedules. The intervention for YPAR1 took place during a10-week period of the spring 2018 semester. From the data provided, the YPAR1 group met for the project a minimum of two days a week for a period of two-hour each. YPAR2 spanned a period of 16 weeks and the group met twice a week for a two-hour period. YPAR2 spanned a timeframe during the summer and fall of 2018. During the YPAR intervention, the XPTP instructors met with students and provided introductory orientation, training, and facilitation of YPAR for each session. The instructors for both YPARs were consistent in creating a consistent presence for each session for the duration of the YPAR intervention. The role of the instructors included following the YPAR guidebook agendas for the biweekly YPAR meetings.

YPAR curriculum. The YPAR curriculum for both YPAR1 and YPAR2 came from the XPTP YPAR guidebook, designed over a period of time by XPTP instructors and students and reviewed annually to update for best practices based on research and review of XPTP's YPAR project feedback from students and instructors (YPAR Hub, 2019). The curriculum divided into four units following YPAR processes as reflected in literature: introduction and training, research, analysis, and social action. Each unit contained a series of agendas with activities to scaffold the implementation of YPAR over time with students. Each agenda corresponded to a

single meeting session between instructor and students. The sessions are comprised of a check-in period for students to discuss events personally impacting their lives; a sharing out of updates on YPAR tasks the students conducted since the last session, as needed; description and block of time allotted for activities for that meeting session; a reflection question or activity; discussion for follow-up tasks and responsibilities before the next session; and a close-out activity.

Table 5.1
Presence of Critical and YPAR Process Elements

Literature YPAR process (Chapter 3)	**Critical praxis**	**XPTP program**	**YPAR1**	**YPAR2**
Identifying the problem	Identify the problem	Yes	Yes	Yes
Research/data collection	Research the issue	Yes	Yes	Yes
Research/data analysis	Develop a collective plan of action	Yes	Yes	Yes
Social action	Implement the collective plan	Yes	Yes	Yes
Social action	Evaluate action and efficacy and reexamine issue	Yes	Yes	Yes

Youth Participatory Action Research Components

Training and Identifying Issue

Instructors for YPAR1 and YPAR2 facilitated introductory meetings with the student participants to provide a detailed description of the YPAR process focused on community building of students who participated. Instructors educated about the history and purpose, gave examples of YPAR in other settings, and facilitated team building, skill assessment, and reflection activities of students.

The students in each YPAR group brainstormed and explored social issues that impacted the students in their schools and communities. Students discussed possible root causes to the social problems and talked about the subset of issues that may arise while researching the larger

issue. Students decided to divide into smaller research teams to contribute to the larger research goal, identifying a social issue to address for their YPAR project. A sample activity in the training phase included a challenge for students to identify what "researcher" is. The activity served to define the idea of researcher and to aid student participants in seeing themselves in the role of researcher. Students discussed stereotypes made about them as well as group decision-making strategies. Within YPAR1, students primarily considered social issues around facing immigrant families and racism in school. Students in YPAR2 identified issues around safety, racism in their environment, and a full spectrum of health-related issues. In each of the YPAR groups, instructors would ask questions to the group to probe critical thinking about the issues; students, in turn, would ask follow-up questions to the group to expand the layers of the topic being discussed.

Research and Data Collection

Instructors facilitated sessions with their YPAR students on choices and designs of research tools. Both YPAR groups of students decided to create a survey practiced interviewing among student members of their YPAR team. With instructor training through the guidebook, student YPAR participants in both groups researched their respective social issues by making notes on environmental observations. Students utilized research sources from the internet and printed materials and informational interviews to gather knowledge.

Instructors taught the students techniques in the interviewing process, such as how and where to recruit and select participants as well as ethical issues to consider when researching in the field. During this unit, the students in both YPAR1 and YPAR2 applied they were learning into planning their upcoming interviews. The result of students' training and research led to YPAR1 and YPAR2 participants each developing a survey related to their respective issues.

Students administered their surveys to individuals in their school and community who were affected by the social issue. Students in YPAR2 paired up to conduct their surveys. There is no description in the data on if YPAR1 paired up to recruit for their survey or if they went to collect information individually. Both groups conducted their surveys though face-to-face interviews with their subjects, asking questions and writing the answer via pen and paper survey.

Data Analysis

YPAR1 and YPAR2 administered their surveys and analyzed their survey data after being taught and then reinforced sessions by their instructors on how to code qualitative data. YPAR2 demonstrated an iterative process in collecting data and then analyzing it during each session. The presence of an iterative collection and analysis process was not evident in the data for YPAR1, yet the key elements for analysis in the YPAR process for YPAR1 were present. Both YPAR groups began the process of discussing and collectively designing their social action plans as data was analyzed. YPAR2 spent an additional 4 weeks on their data collection and analysis to collect a sample size the students felt was sufficient for the purposes of their research.

Social Action

The research teams expanded, revised, and edited their research papers and presentations based on the second semester's work. They shared their final papers and presentations as well as their social action multimedia projects at a final presentation night, to which we invited their family members, peers, and other relevant community members.

Findings

The findings for this study were qualitative with pre-existing data analyzed from the collection of biweekly transcripts, reflection artifacts, and printed artifacts, and then organized by variables (see Table 5.1) (Creswell & Plano Clark, 2011). The pre-existing data from

recorded sessions were transcribed verbatim. Transcripts were, coded first by hand and then again through a qualitative software, MAXQDA, to verify the scope and consistency of coding. Data from 2017 through 2018 consisted of three existing instructor interviews, 20 hours of transcribed YPAR sessions, 64 artifacts from reflections, activities, and the YPAR guidebook.

Through the process of inVivo coding, two codebooks were developed for the findings. One codebook exhibited the pre-determined and emergent codes related to the outcome results of variables (see Table 5.2); the second codebook showed evidence of the triangulation of student, instructor, and YPAR guidebook data in the fidelity of implementation (see Table 5.3). Because there are two YPAR groups' data analyzed in this study, once the process evaluation reviewed the presence and fitness of the elements of implementation for each YPAR group, the outcome evaluation combined the results of instructors and student (see Table 5.4).

Table 5.2
Outcome Evaluation Data Matrix – Engagement

Indicator	Role of indicator	Data
Dimensions of self- and/or collective efficacy	Mediating variable	Data from student and instructor transcripts, reflection artifacts, and printed artifacts
Dimensions of school climate	Mediating variable	Data from student and instructor transcripts, reflection artifacts, and printed artifacts
Dimensions of critical racial pedagogy	Mediating variable	Data from student and instructor transcripts, reflection artifacts, and printed artifacts

Educational Engagement (RQ1)

Student efficacy. The outcome evaluation from the YPAR intervention was conducted to identify how school climate, efficacy, and critical racial pedagogy impacted achievement via student engagement. The students presented positive increases in their perception of self-efficacy and engagement from the start to the conclusion of the YPAR intervention. YPAR and self-

efficacy literature has established the correlation between high self-efficacy and high academic engagement (Flavell, 1979; Spencer & Tinsley, 2008). Students in the YPAR intervention groups reflected in the introductory unit of the YPAR process on skills they perceived "a need and want to have" and "wished they had," and then reflected during the data analysis units on the skills "they felt they had developed" as a result of the YPAR process.

> I don't assert communication. That's something I need to get better at. It's more easy to be passive, or passive aggressive based on how I was raised. But I'm learning assertive communication is the way to speak with people. Especially if I'm upset, or frustrated or something. (Student in YPAR)

Students perceived the YPAR process produced outcomes, or opportunities, which afforded them and increased new skills related to confidence, leadership, critical and analytical thinking, communication, collaboration, and organizing (Cammarota & Fine, 2007; Livingstone et al., 2014). Table 5.3 reveals a comparison between the desired skills of YPAR students at the beginning and the self-reported skills gained by students near the latter stage of the intervention.

Table 5.3
Compared Student Efficacy Skills in YPAR Process

Pre-YPAR efficacy skills desired	Post-YPAR efficacy skills gained
• Compassion • Technology • Organization • Being more dependable • More knowledge • Strong finishing on items • Speak my mind more • Better communicator/listener • Meal planning • Assertive communication, video editing/shooting • A better salesman • Responsibility, better focus, better listener • Time management	• Leadership • Detail-oriented • Hard worker, focus, motivation • Writing and editing • Research and analyze data • Public speaking and teaching • Listening • Facilitation, organizing, communication, presenting • Knowledge • Discernment • Make others laugh • Ability to see others' potential

Collective efficacy. Each YPAR group was assessed on their statements around "we, us, ours" as a collaborative group. The students in both groups demonstrated social cohesion through their expressed self-efficacy to contribute to the overall group. A student from YPAR1 stated:

> Whatever a group needs. I like to make sure everybody gets their role first. Then, whatever role I get, whether it's one that I want or not, you know. It's good to be well-rounded when you're working with people. You can't be too one sided. (Student in YPAR)

Students also saw their personal efficacy is but one element in the relationship to the group's overall collective efficacy. By reflecting on their own self-efficacy, one student in YPAR2 felt an ability to aid other students to discover their own efficacy for their collective goals:

> But I guess a good way to put it is some need to support what the group needs and figure out where we need certain things. That's something I do well, so I feel like I can be somebody who helps other people figure out what their role is. – Student in YPAR

School climate. Impacts on YPAR student school climate was determined by analyzing the data around self-reported student experiences in the Introductory through Data Analysis units of the process, as compared to data during the Social Action unit, printed artifacts, and instructor reflections. Students participated in a reflection activity on stereotypes that they faced during the one of the first four sessions of their YPAR process. For both YPAR1 and YPAR2 groups, the reports were exclusively focused on incidents set at their school sites, despite the fact, the instructors did not set any parameters around the setting students should comment.

> And so I think racism plays a huge part in like school ... they show the graph of how many native students graduate, how many Black students graduate, how many Asian

> students graduate, like the percentage or whatever, and people think…I heard all the time maybe Black people were just super dirt and white people, they would be like, 'You guys just don't have the same kind of motivation'. – Student YPAR

Throughout the YPAR process, there were 15 total coded, independent instances where students recalled a negative experience in school with regards to their race. Students' racial school climate experiences referred to interactions with teachers, peers, and administrators. One student stated:

> I was the only Black kid in every class…and people made fun of me for being Black. I never wanted to go to school, and so I skipped most of third grade, and so I didn't learn a lot of basic math skills, and that has followed me throughout my entire education. I never learned a lot of things.

During the YPAR process, students researched their perspective issues and centered their social action phase on the racial social justice in the connection of education for Latinx girls (YPAR1) and equity in accessing nutritional food in their community (YPAR2). The increased engagement exhibited by students during the YPAR intervention often overlapped constructs of school climate, efficacy, and positionality as a subtext to power.

Pedagogy. The instructors not only trained the youth in the YPAR groups to be researchers in their selected issues, they provided supplemental information and materials on the addressing the equity concerns students uncovered in the process of their research.

> What brought me to this work is my interest in dismantling the capitalistic, cis, white, heteronormative system we live in. I hate how things are and I wish they could be different, so my work revolves around trying to create new realities where the people at

> the bottom can be at the top. – Instructor (discussing the disparities for students of color in education)
>
> As I was documenting [photographing] their sessions regarding student-centered learning, I found myself getting more involved in their planning process and loving it. It directly challenged everything I disliked about my own experience at the University, problematic curriculum in my major, and with research in general. – Instructor

Students reported YPAR afforded the development of strong social networks in their personal environment and in school academically. Thereby, instructors proposed that YPAR ultimately contributed to self-reported increased academic engagement. The increased engagement, as stated in the literature reviewed in Chapter 1 and Chapter 3, correlated to an increase in academic achievement and opportunities for students of color. A student from YPAR1 recounted about pedagogy during YPAR versus classroom learning:

> [Here, I] actually have a connection rather than it just being like some study about like some 60-year old white guy or something, like actually have that connection to it. Then I guess kind of like the perspective too…and like more emotional and more connected to the people that you're talking. I'm happy.

Power in School Climate (RQ2)

School systems maintain and perpetuate the status quo of power consciously and unconsciously through prescribed service roles, policies, or conformity (Foucault, 1979). In the dissertation study, each of the YPAR instructors' perspectives illustrated they perceived their role in the YPAR process to disrupt the minimal, disbursement of power students of color within educational institutions. In an interview of instructors, an instructor stated the following:

> We cannot rely on the systems that have consistently neglected the voices of young people of color for many years. In order to give authentic opportunities to young folks we have to create positions that provide leadership roles and pathways to success for the youth we work with. - Instructor

The concept of disrupting power for students in the YPAR projects arose in the social action phase of the YPAR process. Both YPAR1 and YPAR2 students were able to leverage the power to present their project and findings to audiences composed of school personnel, community members, peers, and family members. With the exception of two student members of YPAR2, no other student in either group had seen students take the lead to voice their ideas or work to an audience composed of those in positions of power within an educational or community setting. The students who had experienced students taking a position of authorship had been involved in Black Lives Matter activism in their community.

YPAR1 students in the social action phase reported their findings on issues that impacted Latinx immigrant education at their school. YPAR1 students explained the primary issues from their research: (a) lack of accessibility and high cost of English Language Learning (ELL) courses for students in bilingual households, (b) emotional difficulty of being placed in a lower grade in Minneapolis versus the grade of their home country, (c) mental health issues from fear of threat of familial deportations and other traumas, (d) experiences of racism and xenophobia at school, and (e) gender discrimination at home and school.

Students for YPAR1 proposed three solutions for students and school officials to actively pursue to improve the status and engagement of Latinx girls at the school. Students were able to leverage positions on school committees which included gaining support and resources for a student-run welcoming and support service, in English and in Spanish, for all new students

entering the school. Students were able to get the school to invest in an ELL specialist to work with students and translate school work for teachers when needed. Through reviewed artifacts, the school has also replicated the YPAR process within the school setting as a means of increasing the engagement and voice of students in classroom and school policies.

Students in YPAR2 presented on their findings on their nutrition project to a similar group of stakeholders related to their issue, schools, and community (see Appendix M). Students in YPAR2 submitted recommendations related to four areas: (a) food access by increasing fresh produce supply in the community, (b) convenience of knowledge on nutrition in different foods, (c) lowering the cost of foods overall, and (d) improvement of available information on diet and disease.

There was an insufficient amount of evidence available to demonstrate the influence of how students in YPAR2 disrupted existing power structures. One student provided perceived feedback in relationship to their experience from the YPAR process:

> We have way more influence and power than a lot of folks want you to believe. You might as well try it out, and if it does not work, that is okay! At least you learned that firsthand rather than letting others stop you.

Without further evidence of the disruption of the educational power structure for students in YPAR2, the improvement for student power and positionality for YAR2 was inconclusive. Based on the data, the researcher could not determine if the Social Action process for the students ended at the time of the presentation or if new existing data was not available for the time of this study.

Stakeholder Language of Academic Achievement (RQ3)

Research question 3 posed a comparison of the definition of academic achievement between stakeholders in the study. Data showed that stakeholders have may have similar definitions of future opportunities, but the data is inconclusive on the comparisons of what different stakeholders identify as achievement for students. Instructors for both YPAR groups anchored the concept of academic achievement around goals which create future opportunities for students. One instructor expressed:

> I want more sustainable positions and opportunities for youth to be available, not just one-offs that look good on a resume or job application, but actual positions that afford youth who do not follow traditional educational paths to have stability and know that there is room for them and their personal growth. I want youth/my peers to feel like it is actually possible to find a decent job and that once they have a job that they are not just disposable.

Minneapolis Public School leaders echoed the idea of achievement as closing the opportunity gap. The public materials from the district, another stakeholder, intentionally framed the success of students through educational and economic systems of support for the students and their families (NAZ, 2018). Although the district site does detail growth goals for reading and math, the goals for student opportunities for success were approached in a socio-ecological framework which engaged over 40 community organizations as partners in the holistic goals for students (MPS, 2018).

Students in both the YPAR1 and YPAR2 groups relayed their desires to pursue postsecondary education or a career for economic opportunities. A student in the YPAR1 hoped "that the colleges/universities have a plan to accept immigrant students who do not speak English

but have completed high school with bilingual support [could attend college].” A student in YPAR2 offered, “I don’t think I could go to college. I need to find a career to help myself, family and community.”

Table 5.4
Codebook – Outcomes for Research Questions

Code	Definition	Example
School climate (RQ1)	Students demonstrated efforts to infuse their school or classroom settings with new information, policies, or materials regarding perspectives from lived cultural/racial experiences.	"Like actually going out there and trying to research the things that you're ... Your research topic is, and like being a part of the community and diving in and trying to be like a participant of it, and you're trying to be a participant of like the change in the community you're trying to make." – Student
Critical racial pedagogy (RQ1)	Students engaged in learning and information which related to their race, culture, and/or communities of color.	"I think it's good to be really close to something you're going to research about, because you go in knowing a little bit of things, or even a lot of things" – Student
Efficacy (RQ1)	Students expressed a personal (Self) or group (Collective) ability to organize and execute actions toward a prescribed goal.	"Don't be afraid to mess up, but also be aware so that you can keep that mental note for the next time. Some of this is about learning too. This is not just about just getting stuff down so the next projects and the next collaborations you do can be greater." – Student
Power (RQ2)	Examples of ways students were able to leverage new, sustained roles, programs, and/or policies within their educational institution.	"My advice would be to shift their power back to young people. Stop telling young folks what you think they need before actually listening to them. Instead, ensure that their youth voices are heard and centered. Make sure you always have space for young people to be involved with processes and policies that affect them and their communities. Make things more participatory. Compensate young folks for any time/work you ask of them!" – Instructor "We have way more influence and power than a lot of folks want you to believe. You might as well try it out, and if it does not work, that is okay! At least you learned that firsthand rather than letting others stop you."- Student
Orientation of academic achievement (RQ3)	Stakeholders' respective definitions of academic achievement or ideas of student success.	"I want more sustainable positions and opportunities for youth to be available, not just one-offs that look good on a resume or job application, but actual positions that afford youth who do not follow traditional educational paths to have stability and know that there is room for them and their personal growth. I want youth/my peers to feel like it is actually possible to find a decent job and that once they have a job that they are not just disposable." – Instructor

Fidelity of Implementation (RQ4)

Adherence. Earlier in this chapter, the process evaluation, which exposed the adherence, dose, quality of design, and participant responsiveness to the YPAR intervention**.** Adherence refers to the level of consistency between actual implementation and the process design (Dusenbury et al., 2003). Adherence to the intervention was assessed using YPAR criteria to determine if the instructors and students followed and included all parts of the YPAR protocol as defined in the YPAR guidebook. Each YPAR group had an agenda that tracked the goals and activities for each meeting session within each unit. Each session detailed a description of the reflection and attendance of participants for the session. Both YPAR groups utilized guidebooks in the order of the YPAR procedures.

Dose. Dose refers to the number of sessions or program content received by the participants in the intervention (Dusenbury et al., 2003). The instructors for both YPAR groups were present and facilitated each of the sessions outlined in the YPAR guidebook. Each session conducted lasted for 120 min twice a week. Students in the YPAR process groups also conducted their research and data collection in teams outside of the formal YPAR sessions. Students participated in an additional one hour each week of outside research and data collection according to the group discussion transcripts and agenda notes.

YPAR project lengths can be 8 weeks or longer based on the goal of the YPAR project, the issue, and time agreed upon by students and instructors. For example, YPAR2 extended its meeting from 12 weeks to 16 weeks to ensure sufficient data collection and data analysis for their issue. YPAR2 students collectively discussed with their instructor to extend the time of their project due to the group's desire to increase the sample size of their survey responses and then prepare for their community presentation of the results. Adaptation to the dosage can and in

some circumstances should be changed for the integrity of the YPAR process, but the adaptation continued to follow a systematic process that did not risk the fidelity of the YPAR intervention. Structured reflection activities during each meeting session had a minimum time estimated for the instructor to conduct the reflection. Although the artifacts showed the reflections occurring, there was no indication from the data if the time went below or above beyond the suggested timeframe for the reflection activity.

Quality of delivery. The quality of delivery in this study referred to the effectiveness of the instructors carrying out the elements of the YPAR process (Dusenbury et al., 2003). To evaluate the quality of delivery within this dissertation required analyzing two factors. Initially, the ability of student participants to act upon instructor training around the YPAR process. In the data, students performed the research, data collection, and data analysis with the initial instruction and subsequent coaching from instructors. Student participants worked on tasks with efficacy, whether individually or in a group. Second was data exploration on student feedback to the instructor and instructor feedback to the students to evaluate quality of delivery. A sample of feedback from student and instructor data on the quality of delivery was exemplified from one session (see Table 5.4).

Participant responsiveness. Participant responsiveness refers to the level of student engagement during the intervention (Dusenbury et al., 2003). During the intervention, the word "fun" appeared in 21 different instances and the phrase "great time" appeared 14 times within student data on how they reported their feelings about activity participation. When analyzing for other feedback on participant responsiveness, students reported wanting to do more of an activity. Data showed that students present for a particular session fully engaged in the conversations and the activities of the session. Although some students spoke more than others,

students who responded less appeared highly responsive to the topic of the session. Instructors intentionally went around the room each session to give every student participant an opportunity to contribute. More effusive student participants often mirrored the instructor behavior and would facilitate the conversation to be inclusive of less verbal members.

Student retention in both YPAR1 and YPAR2 was high from the first session until the last. YPAR2 lost one member of the group during the third session from unknown circumstances. The primary reason students stated for having to leave early was based on the public transportation schedule and the need to arrive home or work for a nonrecurring reason. High fidelity of the implementation was assessed for the YPAR intervention for both group YPAR1 and YPAR2 of organization XPTP. Each indicator of adherence, dose, quality of delivery, and participant responsiveness met the elements and expectations of the YPAR process in the YPAR guidebook and within literature.

Table 5.5
Codebook for Fidelity

Code	Definition	Student evidence	Instructor evidence
Adherence	Adherence refers to the level of consistency between actual implementation and the way the intervention plan was designed (Dusenbury et al., 2003).	"Yeah, and also I wrote a couple things. Like they kind of want the youth to lead the research because they believe that the youth is the future, so they want them to get more involved."	"YPAR stands for youth-led participatory action research, and basically it's a program where it has young students I guess go out and research to help make a change in the communities around us."
Dosage	Dose refers to the number of sessions or program content that is received by the participants in the intervention (Dusenbury et al., 2003).	Minimum number of sessions for each unit as defined by the scope of the YPAR project.	Minimum number of sessions for each unit as defined by the scope of the YPAR project.
Quality of design	The quality of delivery in this study referred to the effectiveness of the instructors carrying out the elements of the YPAR process (Dusenbury et al., 2003).	"You don't want just to collect data, it has to be for a purpose, right? We've got to do something with it. You don't want to do it just for the sake of collecting stories; you want to do it for the sake of an action. You want to be able to move something, to change something".	"We're going to decide all of that together. The first step is, and this is what they did. The first step is deciding the research question. Your research question will guide everything. We'll say, "Who's going to answer this question?" If this question is answered, what is it going to change? What can it change? Once we have our question, every thing's going to be guided by it."
Participant responsiveness	Participant responsiveness refers to the level of student engagement during the intervention (Dusenbury et al., 2003).	"You just need to be a part of passion…With a passion, you have to be a young person. I think that goes before you lose your imaginations. That's why being a young person is important." "Because other people will not do it, other people will not do it, other people will tell you, 'do not do it', but you have to say, "I can, I want, and I do".	"I'm also proud, because they seemed so nervous at the beginning. They were like, "Oh," you know, and then they got up there and they did it."

Findings and the Literature

Commonalities. The findings in this study reproduce many of the positive results from existing YPAR research. In both YPAR groups, students reported gains in new competencies of

leadership, critical and analytical thinking, communication, collaboration, and organizing. Researchers of self- and collective efficacy have shown these competencies are transferable to academic success and positive pathways in other aspects of student of colors' lives (Cammarota & Fine, 2007; Livingstone et al., 2014). Gee (2008) explored the power of self-representation, cultural competency, relationships (trust), and distribution of knowledge that is accessible to a community of participants. Students in the dissertation YPAR groups demonstrated meaningful participation in the mission and goals of their YPAR projects and displayed the strengths of a collaborative learning and engagement (Gee, 2008; Resnick, 1987).

Research on youth activism in education reform found the occurrence of increased engagement in school climates and classrooms when students could serve as conveners and conduits to improving educational policies and resources (Ginwright et al., 2006). Through the YPAR intervention, students in both YPAR1 and YPAR2 perceived themselves as viable actors in their school settings (Ginwright et al., 2006). YPAR1 students were able to produce similar social justice policies for their school much like youth in other literature whose youth-led research produced student perspectives on school policies and increased engagement (Conner et al., 2015; Ginwright et al., 2006).

The findings also revealed similarities in research around the fidelity of implementation and its connection to the theoretical frameworks in the dissertation. Literature discussed YPAR as being situated where the accurate implementation of YPAR impacts students in three distinct ways: students reflection focuses youth as part of a larger environment (socio-ecological theory); students serve as decision-makers in the process of research and evaluation (positive youth development); and students leverage higher positionality and power to be advocates, take action,

and engage to improve their status as students of color (critical race theory) (Berg et al., 2009; Lerner, 2004; Ozer et al., 2008, 2015).

Opportunities. One of the outcomes from the dissertation study appears to exceed the findings in studies on YPAR for educational settings. In this dissertation study, YPAR1's group and school demonstrated a timely replication process for YPAR for other students to participate in YPAR activities within the school setting. Literature on replication of YPAR in schools after the initial project is scarce and replication projects appeared to have commenced after a longer intervention or longitudinal study of the initial YPAR group (Cammarota & Romero, 2011). The significance of the dissertation research may show that with fidelity of implementation of YPAR and addressing the assets of students in environment, the ability to replicate positive effects does not have to be limited in scale or scope. Ginwright and Cammarota (2011) published research on how students of color have increased engagement in school when there are opportunities to be transparent in addressing and changing inequalities. YPAR provides students of color the skills and platform to organize and engage in multiple settings, including educational institutions (Ginwright & Cammarota, 2011).

Conclusion

The qualitative results illustrated the impact the intervention had on constructs to improve student engagement and achievement. In this study, students demonstrated a high level of efficacy through skill development and collective task sharing and completion. Students' acquisition of cultural knowledge through instructors and self-guided research for their YPAR issue led to similar interests on racial pedagogy for their classrooms. Although students reported the interests to have more racially inclusive curriculum, only YPAR1 demonstrated evidence of it occurring in their classroom settings. Data from YPAR2 were more current to the time of the

data analysis and may not have had the maturation of time for critical race pedagogy to be incorporated into the classrooms of YPAR2 students.

Much like the results around critical racial pedagogy, the factor of time since the completion of the two separate YPAR projects may have influenced the differences in results around students disrupting established power structures within the educational system. Instructors expressed intentional goals to increase the power and positionality of students in their schools and community. Through the more extended data availability of YPAR1's social action phase, there was positive evidence of students shifting traditional power roles in the institution and leveraging changes.

The educational problem of opportunity gaps for this dissertation centered on how to increase engagement and as a result, increase academic achievement. But the question of how various stakeholders defined academic achievement was inconclusive. Some of the existing data could be interpreted to highlight some similarities between school officials, instructors, and students, but further investigation would need to occur to sufficiently answer the research question. The instructors of both YPAR groups implemented the intervention with high fidelity. The YPAR guidebook for XPTP laid out templates which aligned with literature on the process of YPAR and integrated the feedback and design from participants in their YPAR projects from years past. The agendas for the YPAR units and sessions attended to each element of the intervention. The engagement of students in each session, and throughout the implementation of YPAR, mirrored the logic model (see Appendix C) and theory of change (see Appendix A) for the intervention.

Discussion

The qualitative data gathered for the study involved the review of how Youth Participatory Action Research (YPAR) influenced the engagement and achievement of students of color. Participants reliably relayed their engagement in process of YPAR over their traditional classroom settings. Students were given expanded opportunities to see themselves in the learning and had choice and voice in expanding the scope of their knowledge. This discussion will look at the results from the YPAR intervention and the connection the findings had to literature. The YPAR intervention and the outcomes provided a vision of blending between the theoretical frameworks for the dissertation. Frameworks of socio-ecological, critical race theory, and positive youth development often emerged together in the data, making outcome themes more blended than singular entities. As a measure of trustworthiness, the transferability of the YPAR intervention was explored to assess the validity of using YPAR in other educational settings.

Intersection of Theories

YPAR is a social change intervention which intentionally adopts a model for inclusivity of participants in understanding, researching, and recommending the treatment of a need in the environment they participants occupy. By design, the intervention embodies elements which youth can influence their circumstances to benefit their lived experiences. YPAR from the PYD framework centers on asset-based development for students (Benson et al., 2011; Lerner, 2004). Students of color are often faced with racial discrimination and lack of socio-ecological resources to promote engagement and academic success (Rivera & Pedraza, 2000). In a later section, the topic of school racial trauma will be recommendation as a topic for further research on students of color and the educational opportunity gap.

YPAR is a process that revealed multiple levels of impact in the data analysis. Trickett (2009) identified categories of interventions which simultaneously integrated socio-ecological concepts of the school/community context. YPAR served as blended intervention which was situated in the student's racial and community (Benson et al., 2011). Consequently, YPAR in the study, involved local youth participating in culturally relevant efforts directed toward positive social change on issues they themselves selected. Further, YPAR as an intervention was effective in youth development initiative. The YPAR outcomes include impacts that enhanced the developmental skills of the students involved while changing local policies, implementing new programs, and building power and positionality in educational and local systems.

Black, Latinx, and First Nation students participating in the two different YPAR projects embodied the blending of theoretical frameworks used for the dissertation. Student of color engagement and achievement appeared to be a blending of positive developmental attainments woven within the racial and socio-ecological context of the students' in schools (Johnson, 2008). During data analysis, there were numerous times when statements by both instructors and student participants exhibited overlapping frameworks which suggests constructs and theories in the research should not be deemed mutually exclusive (see Figure 5.1). In the course of YPAR1 students creating their social action to secure an ELL specialist for incoming, immigrant students, exemplified how the combination of theories manifested in the process. YPAR1 students discussed a problem with being engaged in school with identified issues from lack of attention given in school to English language learners; fear from threats of deportation of family members; and being steered by teachers to attend adult school and not a traditional high school education.

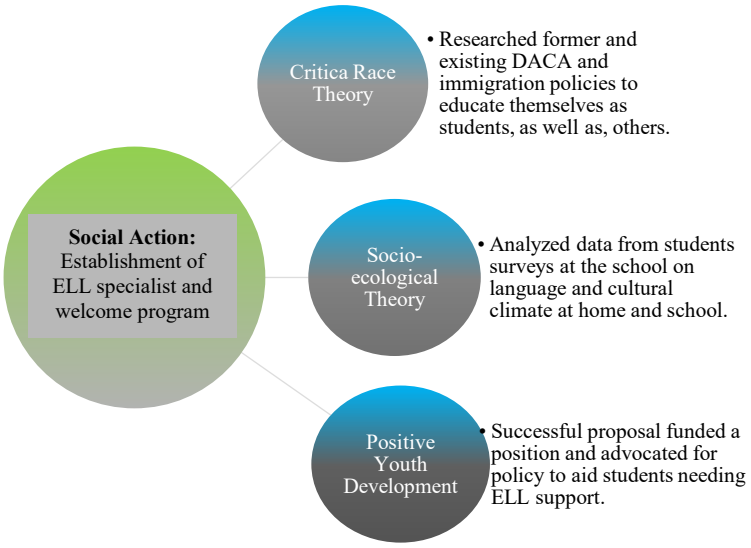

Figure 5.1. Combining of theories in YPAR1 intervention.

Figure 5.1 shows the how students in YPAR1 intervened in their school to elevate the engagement opportunity of Latinx immigrant students. As self- and collective efficacy increased through the YPAR research process, student reported engagement rose due to educating others on existing laws and policies which made changes to the racial school climate by YPAR1 students amended pedagogy for better language acquisition to benefit students at school and in their larger socio-ecological sphere (Berg et al., 2009; Bronfenbrenner, 1997). Outcomes also included positive youth developmental markers that influenced engagement for student participants, such as gain in institutional power and sociopolitical development (Benson et al., 2011; Tseng & Seidman, 2007).

Power and Student Engagement

Changes in student engagement served as a product of the YPAR intervention. The engagement opportunities from students participating in the process were proposed to positively impact engagement and, in turn, mitigate positive student achievement. In the case of YPAR1, those positive changes were evident due to the timing data was collected from XPTP. YPAR2 on

the other hand, did not commence until the presentation of the Social Action phase of YPAR1. Students in both YPAR groups leveraged their engagement in the YPAR process to express or produce their sustained power in schools as a mechanism to combat negative situations in schools. Results from students in both YPAR groups coded the issue of racism, as a problem in school or their classroom, at the highest frequency. As recalled in the findings, statements from teachers like:

> You don't have the same motivation…it's like a cultural thing, like your parents don't necessarily instill in you the value of education and going to school. It's really crooked how people perceive us, and it's really hard to navigate through those things and then still have confidence. So a lot of us, we just keep our head down and educate ourselves."

The instructor for YPAR prompted students to "tell more" and the students discussed how they conceived of developing their own school. Students engaged in future planning their school which students in the group who were planning to pursue jobs after high school would develop the plans and financing of the future school in the North Minneapolis neighborhood. Students in the group planning to go into higher education would return to teach at the school. For YPAR2, a perceived collective efficacy surfaced as a means to disrupt existing power and positionality in schools to undermine the incidence of racism students experienced. In one session, YPAR2 students discussed the possible solutions to disengagement, depression, and racism in schools. Transparent and invisible power structures in schools perpetuate the inequalities dispensed to Black, Latinx, and First Nation students. Providing opportunities like YPAR elevates critical learning which inspires engagement and power in educational settings and sociopolitical contexts of their lives (Cook & Krueger-Henney, 2017).

YPAR as a tool for student engagement offers the possibility for the educational institutions to learn about pathways toward achievement through and on behalf of the primary stakeholders of the problem of practice, students of color. The application of YPAR establishes social justice as a critical mandate for the importance for developing collective, non-hierarchical systems (Cook & Krueger-Henney, 2017). Students are "repositioned as knowledge experts" and the youth perspectives provide inclusive, equitable, and value in the academic milieu (Balazs & Morello-Frosch, 2013, p. 12).

Implications for Practice

Transferability

Transferability refers to the research results having the applicability to a broader pool of participants if replicated (Shenton, 2004). Transferability serves as the measure of external validity and generalizability for qualitative data. The data for the study supports the case of transferability of YPAR to other student of color school settings to promote engagement. In transferability several tenets from the study confirm this.

According to literature, transferability in participatory action research is best suited toward a naturalistic generalization (Herr & Anderson, 2005). In this approach, the burden of transferability is the burden of the next researcher and not the researcher who originated the data Although the literature on participatory transferability does not fall into the conventional approach of accessing transferability, the equitable and inclusive design of YPAR calls for reviewing where traditional approaches may perpetuate the power of established systems (Herr & Anderson, 2005; Lincoln & Guba, 1985; Stake, 1986).

Toward the conclusion of each of the YPAR groups for the study, student participants were asked by their instructors to reflect on their work and to think about the possible expansion of this work for the whole school. Data showed that each student gave positive feedback in the

group and each group discussed how to proceed with actualizing the scaling up of YPAR opportunities with their peers. YPAR1 has evidence of transferability in the replication of school YPAR initiatives being implemented by new cohorts of students, now in the second semester post YPAR1's project. YPAR2's students expressed desire to replicate YPAR in their schools post the YPAR2 project, but conclusive data was not available at the time of this writing. Instructors engaged student participants in conferencing their ideas and guiding their secondary, informal research process on establishing community schools and bringing in other students in their school to continue the process with them.

Education Reform and YPAR

Literature has shown that YPAR has made significant positive impacts in the area of education reform with actionable objectives for student success and educational policy (Bertrand & Ford, 2015; Noguera, 2007). YPAR can reframe the students' academic experiences in the classroom and the school climate. By illuminating, with youth-driven research, the complexities and the constructs of student's academic lives, the obstacles which impede student of color trajectories can be addressed. The transformative scope of YPAR in school has provided positive changes to curriculum, pedagogy, and post-secondary preparedness because YPAR goes beyond the performative nature of an intervention and forms lasting, transferable skills (Morrell, 2008; Wright, 2015).

One avenue toward education reform for students of color could be ushered in by the scaling-up of the experiences, protocol, and insights from the instructors. Literature finds that teachers and schools are an impactful source of power to change schools and reform inequities in the educational system (Tyack & Cuban, 1995). The findings and significance of this dissertation study reveal possibilities for what can happen when students and teachers are not bound by

standardized curriculum and an emphasis on test prep. As my study documented, when pursuing YPAR in a school-based setting, most students were highly engaged. Furthermore, youth engaged in a variety of literacies—academic, critical, digital/multimodal, and collaborative/participatory—that not only helped to make them college and career ready.

Student Activism: "Talking With Your Feet"

For students of color in this study, their time in K-12 Minneapolis schools had been juxtaposed to targeted racial incidents garnering national news attention. Student participants living in North Minneapolis were sociologically and environmentally enveloped by their proximity to the 2016 shooting of Philando Castile (Furber & Pérez-Peña, 2016). Castile, a Black man and beloved school district employee, was shot and killed by a police officer as he rode in the front passenger side seat of his fiancé's car (Furber & Pérez-Peña, 2016). Although Castile's murder occurred in the Minneapolis's Twin City of St. Paul, the distance between North Minneapolis and the Saint Paul community were only a few short miles. The impact on students of color and their communities in terms of anger, distraught, and terror were apparent at the time of the killing and has sparked ongoing community organizing to this day (Furber & Pérez-Peña, 2016; Horner & Melo, 2016).

The year prior, in 2015, 24-year-old Jamar Clark was another Black man shot and killed in North Minneapolis by two police officers although he was handcuffed at the time (Mark, 2016). The murder of Jamar Clark fueled the launch of Black Lives Matter Minneapolis chapter of the international movement. Black Lives Matter Minneapolis activists and a newly formed local coalition, Justice 4 Jamar, staged protests during the months following the shooting (Holpuch, 2015).

In March 2017, Minneapolis experienced the largest Immigration and Customs Enforcement (ICE) arrest operation in the nation since the presidential election of Donald Trump (Koumpilova, 2017). During the 3-day ICE raids, 26 people were arrested for alleged immigration violations and were set for deportation. A journalist at a Minneapolis newspaper reported "One of those arrested in the Twin Cities was a church member, a factory worker who along with his wife was dropping off his son with a caregiver just off Lake Street one early morning last week" (Koumpilova, 2017). Anxiety and fear in the immigrant and refugee communities of Minneapolis were widely reported (Koumpilova, 2017).

Student participants in both YPAR groups were aware and vocal about the three Minneapolis racial events and recounted the traumatic impact the incidents had on them individually and in their larger communities. The concept of racial trauma for students of color, as something which exists in and out of school, appears frequently in literature (Henderson & Lunford, 2016; Quijada Cerecer, Cahill, & Bradley, 2011; Seaton & Iida, 2019). The experience of trauma by students of color influences student academic success. Henderson and Lunford (2016) recommended strategies for students of color to cope with racial trauma they experience in schools and communities:

> "Reducing race-related trauma in public schools will require us to understand how it occurs and then identify ways to reduce stress, racial anxiety, and support the abilities of minority youth, their parents, and communities to drive decision-making in schools. This is a lofty goal but it can be accomplished if we work together to support youth of color and show them that they matter."

YPAR in the dissertation was an intervention used to improve student of color engagement and achievement, but it is also used as a tool for influential transformation. Quijada

Cerecer et al. (2011) proposed that YPAR, by positioning students of color to name their racial experiences and concerns, could transform the oppressive conditions in their environments as activists. Students of color using YPAR to advance educational status can also use YPAR to mobilize social justice solutions in their communities which also negatively impact their school engagement and achievement. Schools promoting YPAR as an intervention would not only positively affecting racial school climate and critical pedagogy, but also provide a space for students to leverage power to change external factors which add to their racial trauma and disengagement in schools (Quijada Cerecer et al., 2011).

Limitations

The potential limitations from the study include the unavailability of instructors of the YPAR groups for interview. Data gained for the dissertation came from existing artifacts. The artifacts revealed highly valued information on their facilitation but may not have provided additional reflections about the process and student changed in engagement. Conducting the interviews would have aided in developing a retrospective account of participants, the receptiveness of the schools to the YPAR projects, and how YPAR1 and YPAR2 may have compared to other YPAR projects in the past. The interviews would have potentially uncovered a robust view of stakeholder definitions of academic achievement and add to the data for a more complete analysis of RQ3 for the dissertation.

In addition, a limitation of this study may be the exclusive use of secondary data. Because the subjects were de-identified in a study regarding students of color, there may have been salient information to differentiate the experiences between Black, Latinx, and First Nation student participants. This limitation is speculative due to the collaborative design and fact that within all the recorded transcripts and artifacts, there was no negative evidence around the

YPAR process, group experience, or instructors. Data on student's perceptions of academic engagement and success, decision-making, implementation of the YPAR process, and social impact at school hypothetically would have had more direct, descriptive data from interviews or a quantitative survey.

Many times, when students participate in YPAR projects, adult instructors are often seen as the authority or leader over the students who are engaged or students are tokenized as leaders (Nygreen et al., 2006; Ozer, 2010). Other affordances of YPAR for student of color engagement should be sufficient time to conduct the complete and thorough YPAR process (Morrell, 2008b). YPAR in the curriculum incorporates critical racial perspectives in academic contexts leading to the rethinking of curriculum and pedagogy in ways that support learning and engagement of students of color (Cook-Sather, 2006). For schools to use YPAR to increase the engagement and success of students of color, teacher education programs and professional development would need to buy-in to investments to integrate YPAR as an educational strategy and become competent in critical race theory.

Implications for Future Research

The field of medicine has been utilizing YPAR for decades, particularly when the problem for public health wishes to change patterns or improve compliancy in behavioral and community health (Ozer, 2015). As a result, the scope and depth of YPAR's impact has been documented in public health research for almost twenty-five years. YPAR literature, however, is not as extensive in education, although the past decade has yielded increased studies on the impact of the intervention for students of color. Researchers of YPAR resoundingly recommended additional critical research on the implementation into education is needed (Cammarota, 2007; Morrell, 2009; Ozer, 2015).

Furthermore, researchers have advocated for increasing critical research in education for the benefit of teacher development and improvement of inclusive pedagogical tools for engagement and achievement of all students but particularly students of color (Duncan-Andrade et al., 2008). Morrell (2009) viewed furthering research on the intervention could bring attention to how the academic development of students in YPAR, engages them in school and impacts larger social changes for the 21st century.

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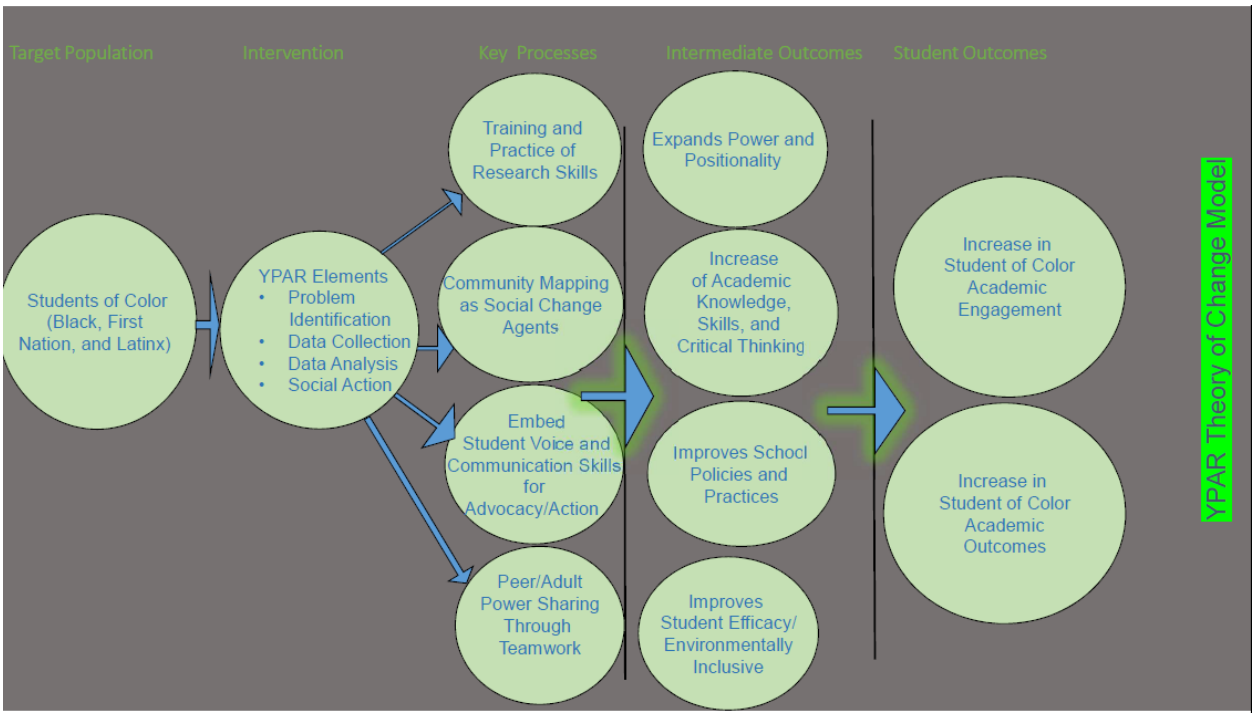
Appendix A: YPAR Theory of Change Diagram



Appendix B: Needs Assessment Codebook

CODE	DEFINITION	FINDINGS
Socioecological Relevance (SC)	Students' perceived connections between their in-school engagement and out of school socioecological sphere.	"I want to learn how to provide for myself when you are out of High School. Like how to buy a car, manage a credit card, get a house, how to pay taxes"- Student, PHHS **"**Different teachers have different ways of setting up their classroom. Her room is packed with different kinds of stuff on the walls and different types of furniture, it feels homey. Where you go to someone else's class you know and it feels stale and like a basic school environment."- Student, PHHS **"**Our Math teacher he gives us examples of things we thought we weren't going to use in the future. Knowing that we are going to end up using it helps" - Student, NCHS "I want to learn about real life news and how events impact where I live" - Student, NCHS "I feel like the stuff we learn, is the stuff that we don't need" - Student, NCHS "I know how the teachers and you'll expect us to be on time, but sometimes it's different. We are all different. Some of us kids have kids of our own, we have different responsibilities and some of you don't even know about our lives" - Students, PCYC
Racial School and Classroom Climate	Many students voiced engagement in the classroom when teachers covered "truth" in history classes, they expressed a desire to see current events covered in social studies classes, to read books and poems from folks from similar identities and to learn more about their own ethnic/racial history and cross-cultural histories.	"(TEACHER X) didn't want us to have a girls of color group. She wants to shut down good stuff… the stuff that makes North Side keep wanting to come to school and have something to actually look forward to"- Student, NCHS "I would like to take more classes like TEACHER Z's class 'because she only has it for one quarter. I like that class because I learned a lot of stuff that is actually relatable to me"- Student, NCHS "I just like TEACHER Z's class. That is the only class I like because she teaches our history and about life like school and stuff. I like it because it's interesting and I'm actually learning something that's going to build me up." - Student, NCHS "At the beginning I started learning about our history, like our true history, like behind what's really going on- not that stuff they usually have been telling us. But then I got switched because our class size was too big, so now we're not learning about as much as we are suppose to and I don't even want to pay attention." - Student, NCHS

		"I want to learn about our history, we don't know anything about our history. They tryna hide everything from us"- Student, PCYC
Student Positionality and Power	Students and teachers voiced the importance of taking the time to get to know students and to learn about student home life. Students voiced the importance of building a connection with their teacher. in the first two weeks of	"Sometimes they do need to present and talk to us and stuff about the lesson but then sometimes I think they should take a break and let us do projects and stuff like that. I know they get tired of listening to themselves talk."- Student, NCHS "Making students help each other so that you not only learn what it is you are suppose to learn but you learn it a little better because you are helping someone else. Plus you get skills like learning how to be a leader" - Student, PCYC "I think kids are smarter than they even think they are, and they don't really know what they want to do . I think they should be able to explore more things to learn about, 'cause if you're doing what you would want then you would want to come to school"- Student, PCYC "In order for the teacher to center students there needs to be a level of communication and a relationship that is not there. Also, there are a lot of deadlines, so being understanding is also really important."- Student, PHHS "Some students don't pay attention and when the teacher has to check them about not paying attention they get upset like, 'I was paying attention" or they'll get embarrassed because a teacher checked them in front of the whole class instead of just one on one. They'll try to act out in front of the class because they are embarrassed that they got checked." - Student, NCHS

Appendix C: Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
Students – Participants Teachers/Counselor/School Staff School district funding for food, materials, and transportation Video editing training for students Toolkits for YPAR facilitation, implementation, and evaluation Technical support	Training of students in YPAR Capacity building student skills and knowledge in research and data analysis Map student and community assets and needs Involvement in problem-solving and decision making Training in documentation of YPAR activities with videography, photovoice, or some form of media. Involvement in organizing and advocacy for the YPAR selected issue Conducting interviews with student's peers and adults	Students from school sites in North Minneapolis will be trained in YPAR All students in YPAR will work to research information about their community and school contexts. All students will participate in at least 3 reflective activities during the course of YPAR intervention. Students will each interviews or survey 4 student peers at their school related to their selected issues from the problem identification phase. Students will participate in the creation of a report on the process and data results of their findings. Students will participate in the disseminate of findings and make recommendations to school, district, or community for changes to improve the issue identified in the YPAR process.	Increased critical thinking skills Increased communication, presentation, and advocacy skills Increased research skills Increases knowledge of historical, social, and political contexts Each student will gain knowledge of cultural relevance in classroom curriculum Increase in each student's collective efficacy and self-efficacy	Gains in student engagement Gains in student academic achievement

Youth Participatory Action Research

Assumptions: Students will feel they have the ability to impact change; 2. School personnel will not try to insert power during the process; 3. Recommendations made by students will be considered for policy changes; 4. YPAR will be sustainable as a strategy beyond the current research.

Appendix D: Recruitment Email

Institutional Review Board
Recruitment Email

Protocol Title: Examining the Impacts of Youth Participatory Action Research on Engaging Black, First Nation, and Latinx Students

Principal Investigator: Dr. Christine Eith
Date: December 9, 2018
Johns Hopkins University Homewood Institutional Review Board (HIRB)

Dear XPTP Instructor,

I am a doctoral student working under the supervision of Dr. Christine Eith in the Doctor of Education Program at Johns Hopkins University, School of Education. I am emailing you because I am conducting a study to understand the impact Youth Participatory Action Research has on students of color and their education. The study was reviewed and received ethics clearance through Johns Hopkins University Homewood Institutional Review Board.

I am inviting you to participate in interview which encompass answering questions about your experience with working with students in Youth Participatory Action Research. Participation in this study is voluntary and will take approximately 1.0 hour of your time. If you are interested in participating, please contact me at tstoval2@jhu.edu within 7 days of the date this email was sent to you. I will then send a confirmation email indicating that you are a participant and provide you with further information concerning the interview for the study. Thank you very much for your consideration.

Sincerely,

Tiveeda Stovall

Appendix E: Oral Consent Script

Institutional Review Board
Oral Consent Script

Protocol Title: Examining the Impacts of Youth Participatory Action Research on Engaging Black, First Nation, and Latinx Students

Principal Investigator:
Dr. Christine Eith
Johns Hopkins University
Homewood Institutional Review Board
3400 N. Charles Street
Baltimore, Maryland 21218

Date: December 9, 2018
Johns Hopkins University Homewood Institutional Review Board (HIRB)

Hello. My name is Tiveeda Stovall. I am a graduate student in the School of Education at Johns Hopkins University. I am going to read you an Oral Consent script regarding participation in the study interview.

You are being asked to take part in a research study. I would like to invite you to participate in an interview for the research study. The purpose of this study is to examine the impact of Youth Participatory Action Research on students of color in schools. You are being asked to participate in the study because you are an instructor of students in conducting Youth Participatory Action Research.

There are minimal risks associated with participation in this study. The risks associated with participation in this study are no greater than those encountered in daily life or during the performance of routine physical or psychological examinations or tests.
Your participation in the interview should last approximately 1.0 hour.

The information provided will remain strictly confidential and you will not be identified by your answers. Your name and XPTP's name will not be disclosed in any way. Data will be compiled as a whole with no individual responses tied to your name or any identifying information about you. All information disclosed during the interview will be kept in a secure online, cloud server file in The Johns Hopkins website. This conversation is not being recorded but notes will be taken. You may choose not to answer any question. There are two people who will have access to the secured data: me as the student investigator and my research supervisor at Johns Hopkins School of Education, Dr. Christine Eith, Principal Investigator for this study. The email contact information for Dr. Christine Eith is ceith@jhu.edu. Dr. Eith's phone number is
And Dr. Eith can be located at Johns Hopkins University, School of Education, 3400 N. Charles Street, Baltimore, Maryland 21218.

The potential benefits of the study may be that instructors conducting Youth Participatory Action Research understand the role the process can play in benefiting students of color in education. The possible benefits of Youth Participatory Action Research for society may be that students improve their academic lives and larger communities. Another benefit to society may be the positive impact to educational pedagogy, provide strategies to increase engagement for students of color, and advance the attainment of educational goals.

Your participation in this study interview is voluntary. You do not have to agree to be in this study. You have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to may refuse to answer any question that you do not wish to answer. If you have any questions about your rights as a research participant, or if you think you have not been treated fairly, you may call the Johns Hopkins Institutional Review Board (IRB) at 410-516-6580.

Do you have any questions about the information I just read? Do you agree to proceed with the interview?

Appendix F: Interview Questions for Instructors

Institutional Review Board
Interview Questions for Instructors

Protocol Title: Examining the Impacts of Youth Participatory Action Research on Engaging Black, First Nation, and Latinx Students

Principal Investigator: Dr. Christine Eith
Date: December 9, 2018
Johns Hopkins University Homewood Institutional Review Board (HIRB)

1. Please tell me about your role and responsibilities as a Youth Participatory Action Research instructor with students?

2. What roles and responsibilities do students have throughout the Youth Participatory Action Research Process?

3. How would you describe the steps of Youth Participatory Action Research?

4. In your opinion, what examples have you observed of your students gain skills and knowledge as a result of participating in Youth Participatory Action Research?

5. In which ways have students used their experiences in Youth Participatory Action Research to have a voice and/or power in their schools and classrooms ?

6. How do you define academic achievement?

7. In your opinion, how do you think students you work with would define academic achievement?

8. While thinking about the Youth Participatory Action Research guidebook or toolkit, explain ways, if applicable, you have added to or subtracted from the steps in the guidebook or toolkit?

9. What do you think the benefits and/or challenges are of having Youth Participatory Action Research in schools where students of color are enrolled?

10. What initiatives are currently happening or planned to expand Youth Participatory Action Research in schools?

11. Is there any other information you would like to add about your role, the students of color you work with, and/or the Youth Participatory Action Research Process?

Appendix G: IRB Approval Letter

Homewood Institutional Review Board
3400 N. Charles Street
Wyman Park Building, Suite N468
Baltimore MD 21218-2685
410-516-6580
http://homewoodirb.jhu.edu/

Michael McCloskey, PhD
IRB Chair

Date: December 21, 2018

PI Name: Christine Eith
Study #: HIRB00008523
Study Name: Examining the Impacts of Youth Participatory Action Research on Engaging Black, First Nation, and Latinx Students

Date of Review: 12/21/2018
Date of Approval: 12/21/2018
Expiration Date: 12/21/2021

The above referenced study has been approved.

Review Type:	Exempt
Funding Agency:	Not funded
Grant or Contract Number:	
International Sites:	No
Maximum number of participants:	The current two (2) Instructors will be invited to interview
Vulnerable populations:	Children
Consent process:	Waiver of written consent (Oral Informed Consent)
Assent Process:	Other assent Other parental permission

Please keep in mind that it is your responsibility to inform the HIRB of any adverse consequences to participants that occur in the course of the study, as well as any complaints from participants regarding the research. In conducting this research, you are required to follow the requirements listed in the HIRB Policies and Procedures Manual.

Approved Documents:

Oral Consents:
Oral Consent Script

Recruiting Materials:
Recruitment Email for Instructors

Study Team Members:
Tiveeda Stovall

APPROVAL IS GRANTED UNDER THE TERMS OF FWA00005834 FEDERAL-WIDE ASSURANCE OF COMPLIANCE WITH DHHS REGULATIONS FOR PROTECTION OF HUMAN RESEARCH SUBJECTS

Appendix H: YPAR2 Schedule

YPAR Nutrition Timeline

Day		Work load	Hours	Location
May 3th and 4th		[redacted]		
May 8th, 10th, and 11th		Outreach for hiring, social media posting, email blasting, contact		
May 22nd- 25th		Start interviews		
Months/Weeks		Research		
Week 1 (June 5th-7th)	[redacted]	Get to know self and team		
Week 2 (June 12,14)	12; Icebreakers, Paperwork & Act	Intro to YPAR		
Week 3 (June 19, 21)	19; Activity Intro to YPAR & Break	Define Research Topic & Question		
Week 4 (June 26, 28)	26; Research Method Round Rob	Formulate Final Research Question & Design Research Method		
Week 5 (July 3 and 5)	3; Formulating Survey Questions	Review Literature		
Week 6 (July 10, 12)	10; Finished Survey Questions 12	Create/Test Research Collection Tool		
Week 7 (July 17, 19)		Create/Test Research Collection Tool		
Week 8 (July 24, 26)		tools		
Week 9 (July 31 - August 2)		tools		
Week 10 (August 7, 9)		Collect Data		
Week 11 (August 14, 16)		Collect Data		
Week 12 (August 21, 23)		collect Data		
Week 13 (August 28, 30)		Analyze Data		
Week 14 (September 4, 6)		Analyze Data		
Week 15 (September 11, 13)		Collect Data		
Week 16 (September 18, 20)		Collect Data		
Week 17 (September 24, 27)		Analyze Data		
Week 18 (October 4)		Presentation		

These days are on Tuesdays and Thursdays

Appendix I: YPAR Meeting Record

Meeting Record

Meeting Date: [redacted]
Facilitator:_____

Next Facilitator:_____

Focus points:

1. **Updates**
2. **Check-in**
3. **Group Discussion**
4. **Intro to YPAR & Intro to YPAR Processes**
5. **Close out**

Attendence:_____

Absent:_____

Minutes:

- Updates
  - Bus cards
  - Lost team member
- Check-in
  - Introductions
    - Are you sunrise, daylight, twilight, or night? Please share why you picked your time of day.
- Group Discussion
  - Reflect on the presentation from other YPAR students
    - What did you think of the presentation?
    - How does it relate to what we'll be doing?
  - What issues in the community mean the most to you?
  - What interests you about nutrition?
    - What do we want to know about nutrition?
- Intro to YPAR & Intro to YPAR Processes
  - See Worksheet
- Close-out

Meeting Notes from this meeting:

Topics of Interest:

-Environmental racism
-Easier to produce chips rather than healthier foods (The Whole US problem)
-School system
-Urban violence/gun/gang violence
-Food deserts (lack of access to healthy/quality food)
-Economic development
-

***Nutrition* Topics of Interest:**
-Do people spend more money on meds as opposed to healthy foods?
-How can we improve *it*
-Ways to reduce food waste
-Compare food shelves
-How expensive would it be to be healthy?
-How do the things provided in corner stores affect people?
-Nutrition and diseases
-Why do *they* target people in poverty?
-Resources (cooking classes, grocery delivery)
-Barriers in front of improving *it*
-Policies/laws around schools (food)

*****What is the "*it*" mentioned many times referring to?**

Action Item: **Person Responsible:** **Deadline:**

Agenda/Topics To Discuss Next meeting:

Appendix J: YPAR Activity 1

Activity 1:1 (Breaking down stereotypes)

Activity purpose: To challenge what the “traditional researcher” is. This activity would help participants think about what they believe what a researcher is, and assist them in seeing themselves as researchers as well. This activity would jump start what PAR really is, and going through the process.

Goal of activity:

- Identify who are researchers, and who are the experts of their experiences
- Learn that different types of knowledge exist
- Direct experience can make for policy change and build community power

Materials needed:

- Paper
- Writing Utensil
- Flip-chart paper

Time needed:
45- 60 minutes is needed for this activity

Instructions:
As we begin, have each individual answer these opening questions (Popcorn style)

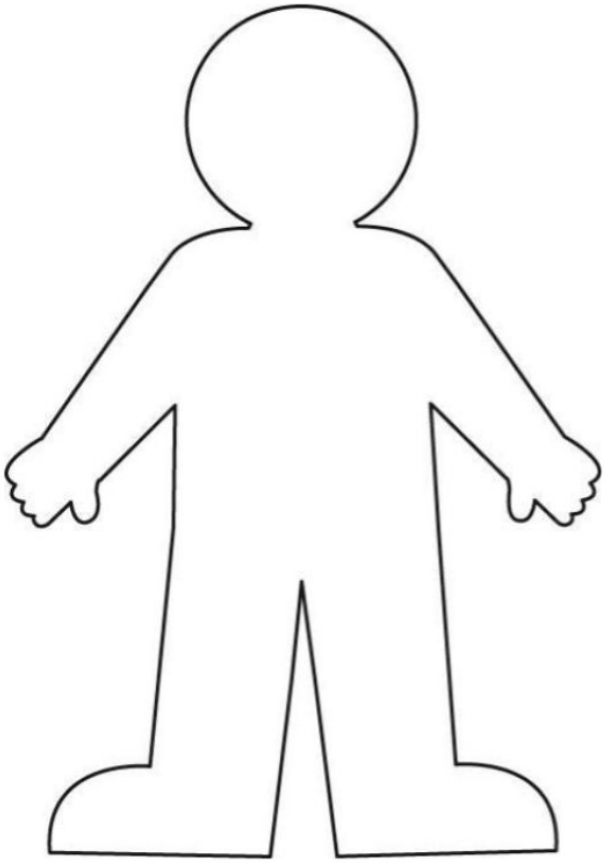
- What is research?
- What’s the reason for research?
- Who does research?

After these questions is answered in popcorn style, have each individual answer these questions with a drawing, or writing.

- What does a researcher look like?
- Where do they come from?
- What do research look like?
- How do they research?

After these questions are answered, open the floor for popcorn style conversation. (Try to hear from everyone) On the post-it paper, mark down all of the different things that

are being share, find the commonalities with the group. Ask a prompting question, **Would you consider yourself a researcher?** Why? Or why not?



- **How would you like to be treated by others?**
- **How would you like others to work with you?/What is your working style?**
- **How do you express when your upset?**
- **How do you express when your happy?**
- **What does support look like for you?**
- **What is the facilitators role for you?**
- **What role do you play in the group?**
-

Appendix K: YPAR Activity 2

Activity 1:2 (Breaking down stereotypes)

Activity purpose: To challenge what the "traditional researcher" is. This activity would help participants think about what they believe what a researcher is, and assist them in seeing themselves as researchers as well. This activity would jump start what PAR really is, and going through the process.

Goal of activity:

- Identify who are researchers, and who are the experts of their experiences
- Learn that different types of knowledge exist
- Direct experience can make for policy change and build community power

Materials needed:

- Tape,
- Paper clips, or coins

Instructions:
Place a piece of tape on the floor as a line. Line each individual up on the line. We will be asking a set of questions, and if the question applies to you, walk up to the line, we'll let you know when to step back, to continue the activity (or in a circle and throw your paper clips or coins in a pile).

1. I've talked with my neighbors about issues in our neighborhood.
1. I have read local newspapers.
2. I've had discussions with my friends or family about social issues we see.
3. I've broken down something complicated into simple terms when I've talked to people.
4. I've learned about laws, and policy change from friends and family.
5. I have advocated for myself or someone else.
6. I have met with elected officials about social issues.
7. I used the internet to get information about something I wanted to know.
8. I have been stopped or detained by police or I.C.E.
9. I have been denied rights given to most people.
10. My family holds tradition based from our culture.

This activity could be specified by the issue you and your group is working on. Also this activity is to show how there is many ways of obtaining knowledge, and there is different types of knowledge. Everyone in this room is an expert of their own experiences, and

everyone does some type of research in their daily lives. It's more than one type of information.

Breaking down information:
Where do we get knowledge from? (Popcorn- can mark down answers on post-it note) I'm going to change knowledge with power, because knowledge is power right?

- **Community Power (knowledge)**: This knowledge comes from family, friends, or neighbors. This is where culture knowledge (Traditions, celebrations, practices) are passed down through generations.
- **Experiences Power (knowledge)**: This knowledge comes from experiences, knowledge from living and doing.
- **Academic Power (knowledge)**: This is published "facts" by "traditional researchers", this kind of knowledge usually comes from people who is outside of the community.

Summary and discussion:
What types of things do we see happening with research? Has anyone ever interviewed you about specific issues or systems? Were you ever interviewed about schooling? Or food being served? (Open questions- popcorn system)
What's happening with research is that outside forces are coming in and doing research about our communities. These researchers are never or hardly seen, so how are they capturing our experiences? *What kind of knowledge would you call this? (Academic knowledge)* This is how research can become oppressive. This is when academics and policy makers are doing research to address an issue. The best way to get to the root of any issue that's in our community, is to talk to the community! *What kind of Knowledge is this?* (Community Knowledge, and Experiences Knowledge). We need to do our own research in our own community, so that we the experts can address these issue on a policy level.

Close out:
So now that we broke down the stereotypes of what a researcher is, let's dive into what community based research is. This research method is called PAR (Participatory Action Research). We're going to go through why this research method is best for the community, terms for this research, and how to conduct this type of research.

Appendix L: YPAR Meeting Record 2

Northside Nutrition's Meeting Record

Meeting Date:
Facilitator: [redacted]

Next Facilitator:_____

Focus points:

1. **Updates**
2. **Check-in**
3. **Question Design**
4. **Close out**

Attendance:

[redacted]

Absent: [redacted]
Minutes:

- Updates
  - Invoices (Fill out completely)
- Check-in
  - Where would you retire to?
- Question Design
  - Survey Questions
    - How should we design this?
    - What format should we use?
    - How long should the interviews be?
    - What do we want to know?
    - What do we want to get out of this data
      - How could we use this data?
    - Is there anything missing?
- Test survey
  - Was the time you took to complete the survey an ideal time for a survey?
  - How do you feel about the questions you were asked?
    - Did anything confuse you?
    - Did they seem relevant to our research question?

    - Did these questions seem "survey appropriate"?
- Close-out

Notes from this meeting:

Survey time: approx. 5.5min

Action Item:	**Person Responsible:**	**Deadline:**

Appendix M: YPAR2 Public Presentation

2/22/19

Northside Nutrition Team

Nutrition Project

WHAT IS YPAR?

YPAR is youth-led research that involves the community and youth as experts.

OVERVIEW

- Who we are
- YPAR Process
- Demographics
- Themes
  - Food Access
  - Convenience
  - Cost
  - Diet & Disease

WHO WE ARE

We're the Northside Nutrition Team (Double N-T), that is comprised of high school students and young adults. We conducted a YPAR (Youth Participatory Action Research) Project surrounding nutrition and health on the Northside. We wanted to know what impacts the food choices of residents of North Minneapolis, and share those findings with the community.

OUR YPAR PROCESS

Topic- Overarching Question: What most impacts the food choices of residences in North Minneapolis?

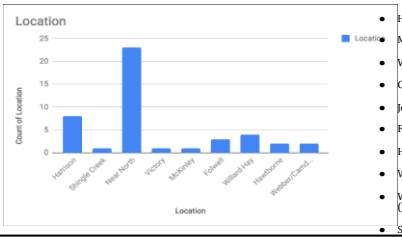
Research Design- Mixed method: We collected majority surveys, and a handful of interviews

Collect Data- Oak Park: has a very large population that is intergenerational. We were able to connect with most of our participants at oak park

Analyze data- We analyzed the data together as a group

Share Findings/Action-

OUR DEMOGRAPHICS

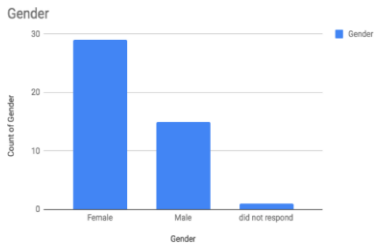


N=45 responses

- Near North = 51.1% (23)
- Harrison = 17.8% (8)
- McKinley = 2.2% (1)
- Willard-Hay = 8.9% (4)
- Cleveland = 0% (0)
- Jordan = 0% (0)
- Folwell = 6.7% (3)
- Hawthorne = 4.4% (2)
- Victory = 2.2% (1)
- Webber/Camden = 4.4% (2)
- Shingle Creek = 2.2% (1)

1

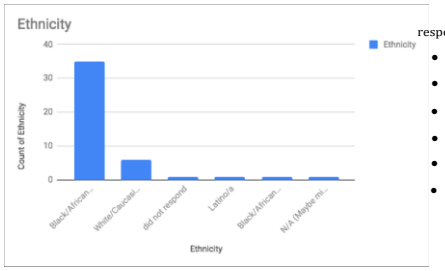
OUR DEMOGRAPHICS



N= 45 responses

- Female = 64.4% (29)
- Male = 33.3%(15)
- Did Not Respond = 2.2% (1)

OUR DEMOGRAPHICS

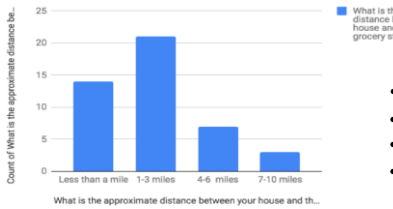


N= 45 responses

- Black = 77.8%(36)
- White = 13.3% (6)
- N/A = 2.2%(1)
- Latinx = 2.2% (1)
- Mixed = 2.2%(1)
- Native American = 2.2% (1)

OUR FINDINGS- FOOD ACCESS

What is the approximate distance between your house and the nearest grocery store?

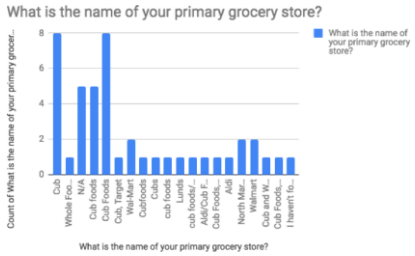


N= 45 responses

- Less than a mile = 31.1% (14)
- 1 - 3 Miles = 46.7% (21)
- 4 - 6 Miles = 15.6% (7)
- 7 - 10 Miles = 6.7% (3)

OUR FINDINGS- FOOD ACCESS

What is the name of your primary grocery store?

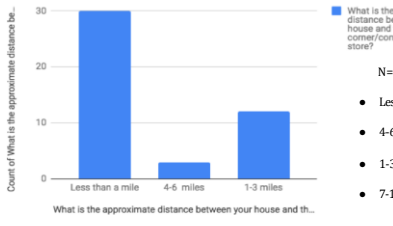


N=45 responses

- Cub Foods- 30 (Northside)
- Walmart- 6
- Aldi- 3 (Northside)
- Jimmy's- 1 (Northside/ Corner Store)
- Target- 1
- Haven't found 'their' grocery store/ N/A- 6
- Seward co-op- 1
- Traders Joe's- 1
- Fresh Time- 1
- Whole foods- 2
- Hyvee- 2
- North Market- 2 (Northside)
- Lunds- 1

OUR FINDINGS- FOOD ACCESS

What is the approximate distance between your house and the nearest corner/convenience store?

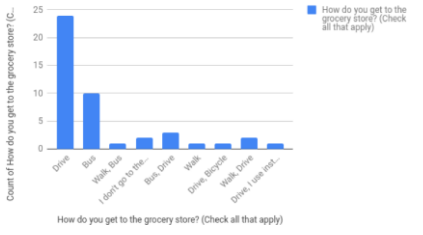


N= 45 responses

- Less than a mile = 66.7% (30)
- 4-6 miles = 6.7% (3)
- 1-3 miles = 26.7% (12)
- 7-10 miles = 0% (0)

OUR FINDINGS- FOOD ACCESS

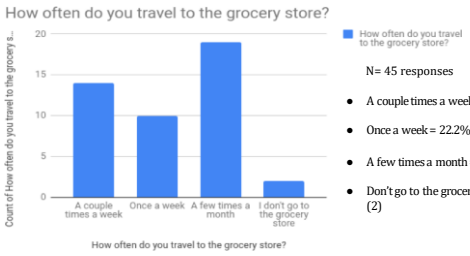
How do you get to the grocery store?



N= 45 responses

- Walking = 8.9% (4)
- Bus = 31.1% (14)
- Drive = 69.9% (31)
- Don't go to the grocery store = 4.4% (2)
- Bicycle = 2.2% (1)
- Use Instacart = 2.2% (1)

OUR FINDINGS- FOOD ACCESS



N= 45 responses

- A couple times a week = 31.1% (14)
- Once a week = 22.2% (10)
- A few times a month = 42.2% (19)
- Don't go to the grocery store = 4.5% (2)

QUOTES- FOOD ACCESS

"To be honest with you, I tell people, I live in North Minneapolis, I work in North Minneapolis, I spend very little money in North Minneapolis. I don't shop at Cub's, I don't shop at the corner stores. So typically before Robbinsdale, you know, the Hyvee moved to Robbinsdale, I go to Whole Foods downtown, I use to go to the Hyvee out in New Hope, or Cub Foods out in Robbinsdale, but I don't shop in North Minneapolis. We don't shop in North Minneapolis! I mean, Sam's Club, we don't shop in North Minneapolis. Which is sad. I mean, if you think about it, I mean I live here I work here but I don't spend no money here. And there's lots of people like me."

"Because of the options, I mean, you just drive through Cub's parking lot it's just dirty, you know what I'm saying, it's just not appealing, you go inside it's different from other Cub's around the metro that kinda stuff. I mean, I think for whatever reason, one of my biggest things is, I just think people, businesses, part of my problem is, even with some of these fast-food places, the way they talk to people and stuff like that. I just think people disrespect this community. You know, they think we're ok with less than. Cub Foods on Broadway is one of those spots. Unfortunately all the time, with people like myself, when we have choices, we gonna make those choices! Not everybody have that option, but I can drive out of the community and shop."

QUOTES- FOOD ACCESS

"Again, we don't have enough restaurants. I was going to say to you there needs to be more cooperative type restaurants. You know black folks having soul food, you know people taking a vegan option but you know we should set up more restaurants. People going to definitely eat, it is a money making this in our community because people going to definitely eat and come to you. If the food is good. Think about, I always forget the name of that joint. Revival is it called?"

"Nice just to see something other than a Cub Foods over here, like a Fresh Thyme or more farmer's market based places over here."

"...in American and in the culture that we live in, it's so like we don't really place the same emphasis on eating and making it an experience. It is to some degree here too, but I feel like making that an experience and a ritual gives people better eating habits because they care more. Here in America it's just like go to work, go to school, get all your stuff done. So eating is just like something that you do."

ANALYSIS- FOOD ACCESS

It seems that most people living in the Near North community is less than 1 mile from the nearest grocery store, which is Cub Foods with 30 mentions . Most of our participants also shop at this Cub Foods, but there were also 9 other grocery stores that were mentioned, which all 9 is outside of the Northside community. With 2 other Northside grocery stores, Aldi's and North Market having a combined 5 mentions. There was absolutely no mention of Solow Grocery that's located at 3111 Emerson Ave N. With 66.7% of our participants living less than a mile from the nearest corner store, it's only right that they should be able to get quality groceries from these stores. 69.9% drive to the grocery store, which could be why there were 9 outside grocery stores mentions. 42.2% of our participants visits the grocery a few times a month. With 31.1% going a couple times a week.

RECOMMENDATIONS- FOOD ACCESS

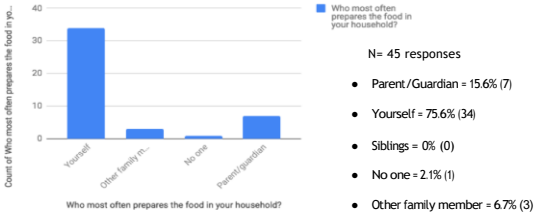
- More participants checking out the other 3 Northside Grocery stores
- Corner stores offering grocery store quality foods, because corner stores are closest to participants
- Cleaning up Northside grocery stores, making them more presentable to the community
- Provide more information about community Gardens and Farmers market at food programs

FURTHER STUDY- FOOD ACCESS

- Why doesn't anyone shop at Solo Grocery?
- What would make it easier for people to know about community gardens and farmers markets?
- If the corner stores had grocery store quality food would people shop there more?
- Why is there so many so many corner stores over North?

OUR FINDINGS - CONVENIENCE

Who most often prepares the food in your household?

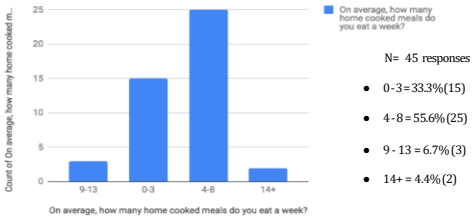


N= 45 responses

- Parent/Guardian = 15.6% (7)
- Yourself = 75.6% (34)
- Siblings = 0% (0)
- No one = 2.1% (1)
- Other family member = 6.7% (3)

OUR FINDINGS - CONVENIENCE

On average, how many home cooked meals do you eat a week?



N= 45 responses

- 0-3 = 33.3% (15)
- 4-8 = 55.6% (25)
- 9-13 = 6.7% (3)
- 14+ = 4.4% (2)

OUR FINDINGS - CONVENIENCE

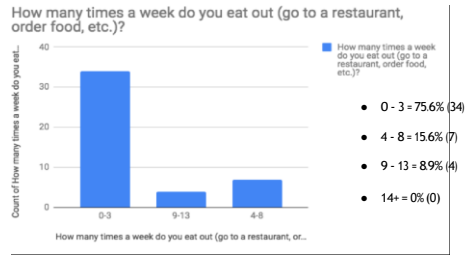
Do you typically plan/prep your meals ahead of time or do you eat sporadically?

N= 45 responses

- Plan meals ahead of time = 48.9% (22)
- Eat sporadically = 51.1% (23)

OUR FINDINGS - CONVENIENCE

How many times a week do you eat out (go to a restaurant, order food, etc.)?



- 0 - 3 = 75.6% (34)
- 4 - 8 = 15.6% (7)
- 9 - 13 = 8.9% (4)
- 14+ = 0% (0)

ANALYSIS - CONVENIENCE

With convenience, there are 2 polar opposites, from people who cook and people who don't. 75.6% of our participants cooks for themselves while 2.1% have no one cooking. Which can be the driving force behind 33.3% of our participants eats 0-3 home cooked meals a week. All together 66.7% eats 4-14 home cooked meals a week. This is staggering! While more people are preparing their own food, the demand for eating out has decreased. 75.6% of our participants go out to eat 0-3 times a week, with 15.8% eat out 4-8 times a week. This could mean that when people are at work, they tend to buy lunch. But when they get off of work, they'll usually prepare their own food when hungry again. Our participants have been divided into two groups when it came to eating sporadically over planning their meals. 51.1% tend to eat sporadically, and 48.9% plans their meals.

QUOTES- CONVENIENCE

"I snack more than I eat meals... I work a lot, so I don't really have time to prepare a whole meal."

"This is really weird, but usually I have pretzels and carrots and it's because they're grab-and-go. Also as far as the health aspect, you can eat a decent amount of both of those of things for less calories ... and it is relatively filling."

"I shop at the North Market and I like to prepare my own food a lot."

"A lot of it's like a time management thing, you know? I work and I do a lot of other stuff too so to come home at the end of the day and think about making a meal, doing all the things just seems overwhelming sometimes. And because of that I end up eating a lot of fast food, a lot of junk food, snacks, just because it's quick and I don't have to think about it too hard."

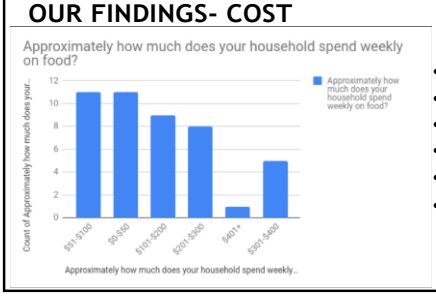
RECOMMENDATIONS- CONVENIENCE

- Giving the community options for the 33.3% of participants that eats 0-3 home cooked meals (Nutrition programs, Community gardens, farmers market)
- Increasing visibility of places like Oak Park (Nutrition programs) that provide convenient and nutritious meals

FURTHER STUDY- CONVENIENCE

- What causes individuals to eat 0-3 home cooked meals a week?
- Will planning more meals cut down on eating out?

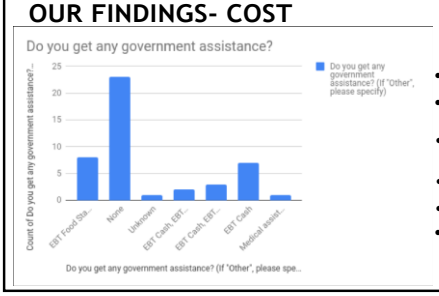
OUR FINDINGS- COST



N= 45 responses

- $0 - $50 = 24.4% (11)
- $51 - $100 = 24.4% (11)
- $101 - $200 = 20% (9)
- $201 - $300 = 17.8% (8)
- $301 - $400 = 11.1% (5)
- $401+ = 2.2% (1)

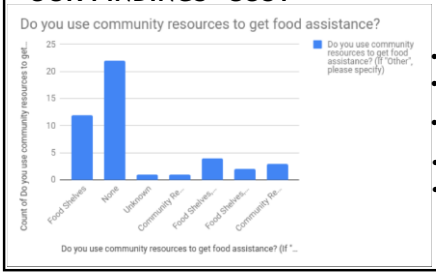
OUR FINDINGS- COST



N= 45 responses

- EBT Cash = 26.7% (12)
- EBT Food Stamps = 28.9% (13)
- Child Care Assistance = 6.7% (3)
- None = 51.1% (23)
- Unknown = 2.2% (1)
- Medical Assistance = 2.2% (1)

OUR FINDINGS- COST



N= 45 responses

- Food Shelves = 40% (18)
- Community Resource Centers = 22.2% (10)
- Religious Centers = 6.7% (3)
- None = 48.9% (22)
- Unknown = 2.2% (1)

ANALYSIS- COST

The amount of money people spend on groceries varies across the board. It's shocking to see that people are spending $200-$300 weekly on groceries, 17.8%. 11.1% spends $300-$400, and 2.2% spends $400+ on food weekly. Could this be a mixture of eating out and cooking for the household? Most people spend between $0 - $100 per week on food, and a little over half of the people did not receive government assistance. Nearly half of all people also did not use any community food resources.

QUOTES- COST

"...one of the factors is what do things cost. Everybody would like to eat better or whatever but a lot times - you know it is like when you go to Whole Foods, right, they got some stuff there that is healthier but the prices you know what I'm saying are... wow, one a whole other level. So you know the cost, more often than not. And I try to eat balanced, you know. And it is a little easier for me because I am older and by myself..."

"I get cheap products, cause I'm on a budget... I feel that it's cheaper to cook your own food. To have more meals than spending $10 on a six piece when you can go buy some chicken and rice for that $10 and have a meal for two days."

"I do make a grocery list and it's based around what I know that I can eat that is also going to fit into what my son eats, who does not have any restrictions, but the biggest thing is trying to make it affordable, to be honest."

QUOTES- COST

"I don't usually look for organic as much as I would like it but because of the cost it does get too expensive."

"But I also say economics is a big part about it. When I was doing my pescatarian thing and I did no processed sugars and no processed carbs too. I mean literally almost every other day I was spending 40 to 50 dollars at the grocery store. If you want to buy salmon, salmon is not cheap. I like to buystuff in bulk."

"'Cause organic is a little more expensive and then sometimes the budget be tight so, you go with what you could buy or what you could afford."

"If I had more money then I could shop for better quality food. Like instead of shopping at corner stores, then you could afford to shop at Kowalski's, then I wouldn't have to shop at Walmart all the time. Not saying Walmart don't got good food, but Lund's and Kowalski's got better products but at the same time it cost more."

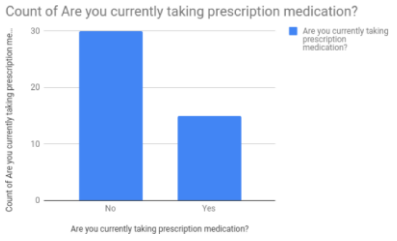
RECOMMENDATIONS- COST

- Having more co-ops in working Northside
- Having more CSA's
- Getting more produce from farmers market and community gardens
- Better PR for Farmers markets and community gardens

FURTHER STUDY- COST

- More research into the people who are using the reduced cost options that are available
- What causes so much weekly spending on food? Larger households? The amount of government assistant? What is the cause?
- Research into accessibility to existing options
- Further study of the reason people are not using the reduced cost options available

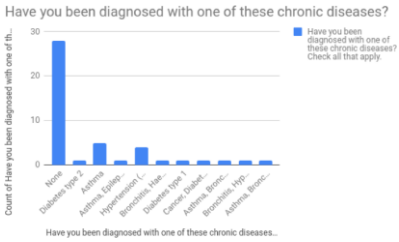
OUR FINDINGS- DIET & DISEASE



N= 45 responses

- Yes = 33.3% (15)
- No = 66.7% (30)

OUR FINDINGS- DIET & DISEASE



N= 45 responses

- Asthma- 17.8% (8)
- Bronchitis- 8.9% (4)
- Cancer- 4.4% (2)
- Chronic Obstructive Pulmonary Disease- 2.2% (1)
- Diabetes type 1- 4.4% (2)
- Diabetes type 2- 6.7% (3)
- Epilepsy- 2.2% (1)
- Glaucoma- 4.4% (2)
- Hemophilia- 2.2% (1)
- Hyperlipidemia- 4.4% (2)
- Hypertension- 15.6% (7)
- Rheumatoid Arthritis- 6.7% (3)
- None- 64.4% (29)
  - Note: participants marked more than one answer for their response,

OUR FINDINGS- DIET & DISEASE

Has a family member been diagnosed with a chronic disease?

- No- 17
- Asthma-4
- Cancer- 4
- Diabetes type 1- 10
- Diabetes type 2- 3
- Bronchitis- 2
- Hypertension- 2
- Ulcerative Colitis- 1
- Chronic Kidney Disease- 1

OUR FINDINGS- DIET & DISEASE

N= 45 responses

- Yes = 55.6% (25)
- No = 44.4% (20)

ANALYSIS- DIET & DISEASE

The majority of our participants have not been diagnosed with a chronic disease, however the most common chronic disease was asthma with hypertension being the next highest. Many participants had family members with chronic disease, the most common one being diabetes type 1. More than half of participants do not take prescription medication. The majority of people believe their diet to be nutritious.

QUOTES- DIET & DISEASE

"Yeah, actually I take Paxil. I'm not really on a diet, but I take because depression. And I take Paxil and it makes me eat more… when I was pregnant I didn't eat much. Now that I'm not pregnant and I'm taking this medication it's like I eat a lot."

"Diabetes runs in my family. And they have to portion control, check the carbs, the percentage of sugar that is in whatever they eat." "

RECOMMENDATIONS- DIET & DISEASE

- Increasing options for people who have chronic diseases at nutrition programs and community options
- Find more holistic medication options
- More community meals that are tailored to specific diseases like diebetes, and high blood pressure

FURTHER STUDY- DIET & DISEASE

- What's the link between people's diet and their diseases?
- How long have people been diagnosed with their disease?
- What are the main causes of chronic disease?

CONCLUSION

In our study we found that Northside residents food choices are most impacted by cost, convenience and disease. People want to eat healthier, and they want to be more cautious about their diets. Participants usually go with what's cheapest and easiest because many folks don't have the time or money to cook. People with diseases had to alter their diet in order to take care of themselves, and accommodate for family members that don't have a strict diet. Some participants said that Northside grocery stores were dirty and unpresentable, therefore they shop outside of the community. The majority of people don't use community resources like community gardens, community centers, food shelves, or religious centers.

Appendix N: YPAR2 Data Sheet

Theming Nutrition Project

- Demographics
  - Location
  - Age
  - Ethnicity
  - Gender
  - (How many people in household)

- Food Access
  - Distance
    - How far is the nearest grocery store
      - 46.7% is within 1-3 miles
      - 15.6% 4-6 miles
      - 6.7% 7-10 miles
      - 31.1% less than a mile
        - 69% of our participants has to travel 1-10 miles away to get to the nearest grocery store. 31% has to travel less than a mile to get to the nearest grocery store.
    - What is your primary grocery store
      - Cub Foods- 30 (Northside)
      - Walmart- 6
      - Aldi- 3 (Northside)
      - Jimmy's- 1 (Northside/ Corner Store)
      - Target- 1
      - Haven't found "their' grocery store/ N/A- 6
      - Seward co-op- 1
      - Traders Joe's- 1
      - Fresh Tyme- 1
      - Whole foods- 2
      - Hyvee- 2
      - North Market- 2 (Northside)
      - Lunds- 1
        - 57 responses, 30 checked cub foods, 6 walmart, 3 for aldi, jimmy's/target/seward/trader joe/fresh time/lunds all got 1, 6 was N/A, 2 for whole foods, 2 for Hyvee, 2 for North market. 16 out of 57 responses are grocery stores that are outside of the northside community.

        - With majority of our participants going to cub foods which had 30 responses.
    - How far is the nearest corner store
        - 66.7% less than a mile
        - 6.7% 4-6 miles
        - 26.7% 1-3 miles
        - 0% 7-10 miles
            - 0% of our participants has to travel more than 7-10 miles to get to the nearest corner store. 100% of our participants are within 6 miles to get to the nearest corner store, anywhere in North, Mpls.
- Travel
    - How do you travel to the grocery store
        - Walking- 8.9%
        - Bus- 31.1%
        - Drive- 69.9%
        - Don't go to the grocery store- 4.4%
        - Bicycle- 2.2%
        - Use Instacart- 2.2%

- Frequency
    - How often do you travel to the grocery store
        - A couple times a week- 31.1%
        - Once a week- 22.2%
        - A few times a month- 42.2%
        - Don't go to the grocery store- 4.5%

Analysis: It seems that most people are pretty close to their nearest grocery store. For the small percent that travels 7-10 miles away must travel outside of the community for their groceries. Most of our participants shop at Cub Foods. Most people are pretty close to their nearest corner store. Most people drive to the grocery store or take the bus. A small percentage walks, bikes, doesn't go to the grocery store or uses instacart. As far as frequency of going to the grocery store it's kind of sporadic. Most people only go a few times a month, some go a couple times a week and some once a week.

- Convenience
    - Who prepare meals in your household
        - Parent/Guardian- 15.6%
        - Yourself- 75.6%
        - Siblings- 0%
        - No one- 2.1%

        - Other family member- 6.7%
    - How many home cooked meals do you have a week
        - 0-3- 33.3%
        - 4-8- 55.6%
        - 9-13- 6.7%
        - 14+- 4.4%
    - Do you plan your meals
        - Plan meals ahead of time- 48.9%
        - Eat sporadically- 51.1%
    - How often do you eat out
        - 0-3 75.6%
        - 4-8 15.6%
        - 9-13 8.9%
        - 14+ 0%

Analysis: Most people cook for themselves, a small percent has a guardian/parent that cooks for them, and a small percent has another family member that cooks. Most people eat 4-8 home cooked meals a week, a third eats 0-3 home cooked meals a week, a small percent eats 9-13 home cooked meals, and a small percent eats more than 14 home cooked meals a week. It was split about half and half for folks who plan their meals and those who eat sporadically. Most people only eat out 0-3 times a week. A small percentage eats out 4-8 times a week, and a small percentage eats out 9-13 times a week. No one eats out more than 14 times a week.

- Cost
    - What is your weekly spending on groceries
        - $0- $50, 24.4%
        - $51- $100, 24.5%
        - $101- $200, 20%
        - $201- $300, 17.8%
        - $301- $400, 11.1%
        - $401+, 2.2%
    - Do you get government assistance
        - EBT Cash- 26.7%
        - EBT Food stamps- 28.9%
        - Child Care Assistance- 6.7%
        - None- 51.1%
        - Unknown- 2.2%
        - Medical Assistance- 2.2%
            - Note: participants marked more than one answer for their response, so data will exceed more than 100%.

    - Do you use community resources
        - Food Shelves- 40%
        - Community Resource Center- 22.2%
        - Religious Centers- 6.7%
        - None- 48.9%
        - Unknown- 2.2%
    - (How many people are in your household)

Analysis: The amount of money people spend on groceries varies across the board. Most people spend between $0 - $100 per week on food, and a little over half of the people did not receive government assistance. Nearly half of all people also did not use any community food resources.

- Diet & Disease
    - Have you've been diagnosed with a chronic disease
        - Asthma- 17.8%
        - Bronchitis- 8.9%
        - Cancer- 4.4%
        - Chronic Obstructive Pulmonary Disease- 2.2%
        - Diabetes type 1- 4.4%
        - Diabetes type 2- 6.7%
        - Epilepsy- 2.2%
        - Glaucoma- 4.4%
        - Hemophilia- 2.2%
        - Hyperlipidemia- 4.4%
        - Hypertension- 15.6%
        - Rheumatoid Arthritis- 6.7%
        - None- 64.4%
            - Note: participants marked more than one answer for their response, so data will exceed more than 100%.
    - Have a family member been diagnosed
        - No- 17
        - Astma- 4
        - Cancer- 4
        - Diabetes type 1- 10
        - Diabetes type 2- 3
        - Bronchitis- 2
        - Hypertension- 2
        - Ulcerative Colitis- 1
        - Chronic Kidney Disease- 1
            -

    - Have you been diagnosed with anything that affects your diet and if so in what way?
        - “Yes and it's called PCOS. It affects my diet because it's an inflammation thing on the inside and so the more dairy I have or things that cause inflammation, which is quite a bit of foods, that affects my diet.”
        - “Yes. Diabetes runs in my family. And they have to portion control, check the carbs, the percentage of sugar that is in whatever they eat, so…”
        - You know, that's a great question, actually. I was scared ... I had a pre diabetic scare, and how it's affected me is I have changed my eating habits and I'm working out. I even have a trainer. And this just happened April. I was diagnosed in April. Great question.
    - Do you take prescription drugs
        - No- 66.7%
        - Yes- 33.3%
            - “Yeah, actually I take Paxil. I’m not really on a diet, but I take because depression and I take Paxil and it makes me eat more, so.“

Analysis: The majority of our participants have not been diagnosed with a chronic disease, however the most common chronic disease was asthma with hypertension being the next highest. Participants marked more than one answer so the data equals more than 100%. Many participants had families with chronic disease, the most common one being diabetes type 1. More than half of participants do not take prescription medication.

- Food Choices
    - Primarily Quotes from interviews

- Solutions

Appendix O: Curriculum Vitae

Tiveeda Stovall

2057 Channing Drive, #303, Rockingham, Virginia 22801 | (619) 379-8730 | tstoval2@jhu.edu

SUMMARY

I have served in areas related to K-college education; leadership development; professional coaching; community engagement and organizing; equity and justice work; curriculum development; facilitating groups; youth development; inclusive pedagogy; civic education and action; social innovation and entrepreneurship; civil dialogues; non-profit management; strategic planning; grant writing and management.

EDUCATION

DOCTORAL CANDIDATE | JOHNS HOPKINS UNIVERSITY, SCHOOL OF EDUCATION
Specialization: Urban Leadership
Expected date of conferral: May 2019
Dissertation topic: *Examining the Effects of Youth Participatory Action Research on Black, First Nation, and Latinx Students.*

M.S.W. | MAY 1992 | UNIVERSITY OF CALIFORNIA, BERKELEY, SCHOOL OF SOCIAL WELFARE
Emphasis in Children and Families

PH.D. PROGRAM | 1989 | CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY – ALAMEDA

B.A. | JUNE 1988 | UNIVERSITY OF COLORADO, BOULDER
Psychology

EXECUTIVE LEADERSHIP

- Consults nationally on issues of equity and inclusion for K - higher educational institutions, non-profits, governmental, and grassroots organizations.
- Directed the day-to-day programs and operations of statewide K-12 service – learning organization.
- Engaged over 31,000 students in the state of California in K-12 service-learning.
- Represented as subject matter expert on youth service to Congressional members at the U.S. Capitol.
- Participated in California Campus Compact planning committee for the 2015 Regional Conference.
- Facilitated university and stakeholder planning meeting for a proposed place-based initiative.
- Supervised approximately 190 staff, interns, AmeriCorps members, and skilled volunteers.
- Served as campus liaison to hire, supervise, and support 60 campus AmeriCorps Justice Corps members.
- Managed statewide contract for the California Department of Education's – CALSERVE Initiative for service-learning training and technical assistance.
- Analyzed data for federal LASSIE reports to Corporation for National and Community Service.
- Trained and received certification as an AmeriCorps Volunteer Supervisor through Corporation for National and Community Service.
- Housed certified service-learning training and technical assistance for K-12 educators and school districts on behalf of the California Department of Education.

- Created collaborative campus partnerships with over 90 community-based organizations and governmental agencies including a "Speaker Series" for students, faculty, and staff.
- Managed eight campus co-curricular programs related to social justice, collaborative community development and civic engagement through student service activities.
- Develops short-term to10-year strategic plans.
- Established and implemented assessment tools and evaluation protocols for students and community partners to gauge and monitor demographics, satisfaction, student development, and achievement of learning outcomes from community service.
- Co-writer for campus Presidential Service Honor Roll application.
- Hosted large-scale events: statewide service-learning conference and annual SERVAPALOOZA - a free, public community service fair attended by 5,000 people.
- Project and grant manager for an apprenticeship program for high school students and young adults in STEAM opportunities in space and the entertainment industry.
- Implemented fee-for-service menu for external contracts to businesses and LEAs.
- Provided fiscal management and oversight for annual operating budgets up to $6 million included State and Federal government grants, as well as, private and in-kind donations.
- Maintained database and marketing outreach to over 10,000 individuals and organizations.
- Designed and actively contributed to campus civic engagement via social media sites of Facebook, YouTube, Twitter, and Instagram.
- Served as the media spokesperson for television, print, and NPR radio.

CURRICULUM DEVELOPMENT AND TEACHING

- Barack Obama Presidential Library Center Proposal Initiative, Honolulu - curriculum, programming and resources on youth civic engagement and women's issues.
- Teaching courses in the Community-Based Education and Leadership Program within Graduate and Professional Studies Department. Developed courses on:
  - *Community Engagement and Leadership*: focuses on leaders as change agents and policies to create sustainable partnerships between non-profits and communities.
  - *Socio-political and Cultural Influences on Families, Organizations, and Communities* focuses on formal and non-formal systems of education and the role of culturally relevant teaching.
- Wrote curriculum on democratic, civil dialogues for co-curricular and curricular education.
- Instructed lower division Psychology and Sociology courses while integrating service-learning pedagogy.
  - Courses included: Introduction to Psychology, Psychosocial Behaviors, Introduction to Sociology, Sociology of the Family, and Contemporary Sociology.
- Shaped youth service-learning programs and curriculum related to STEM, environmental stewardship, leadership, equity, peace and justice, and access to higher education.
- Coordinated curriculum training for Cesar Chavez Service Clubs in San Diego County.
- Contributed to annual Youth Service America toolkits and was regional host for annual Global Youth Service Day.
- Taught credit-bearing Personal Growth Classes and evaluated learning outcomes.
- Facilitated workshops on time management, stress management, and parenting skills.

CONFERENCE PRESENTATIONS AND TRAINING EVENTS

- Evaluator for Harvard Medical School's, Personal Genetics Education (PgEd) program in social justice and genetics curriculum for high school and college courses.
- National Conference for Best of Out of School Time (BOOST) - Presents on educational equity, social justice, community organizing, and youth engagement. For 2017, presented "From Standing Rock to Selma to Stonewall: Social Justice Curriculum and Action for K-12 schools."
- California Campus Compact – Continuums of Service Conference panel presentation.
- San Diego Deliberation Network – trains and convenes civil dialogues.
- Black History Month, University of California, San Diego Keynote Speaker - "Social Media for Social Movements."
- The Children's Initiative - trainer on K-12 afterschool program coordinators and staff on youth development, leadership, civic engagement and service-learning.
- UCSD 2014 Chancellor's Status on Women Conference - "Connecting to Women's Issues Through Volunteering and Service."
- UC – San Diego Peace Corps 10th Anniversary Keynote Speaker -"From Global to Local Service."
- Partnering for Prevention Conference Keynote Speaker – "Engaging Youth in Community Prevention."
- Youth Service Institute Presenter/Mentor - "Common Obstacles to Creating Accessible Opportunities – Engaging Underserved Youth in Community Service."
- National Youth Leadership Council, National Service Learning Conference - One-on-one consultation and problem-solving for the international network.
- San Diego County Office of Education's STEM Consortium and Office of Learning Resources and Educational Technology – "Implementing STEM Service-Learning."
- San Diego County Office of Education, Safe School Unit - "Girls: Risk Factors, Trends, and Strategies."
- UCSF-Medical Center, Department of Pediatric Resident's Community Health Practice Seminar - "Psychosocial Barriers to Medical Care."
- Seventh National AIDS Update Conference - "Social Work and HIV: Issues for Today and the Future."

SOCIAL SERVICES

- Served as a campus CANRA (Child Abuse and Neglect Reporting Act) contact person to 590 student service organizations.
- Oversaw federal, state and local TANF guidelines for CalWORKs students concerning academic goals and created an outreach program for eligible TANF recipients.
- Coordinated childcare component of a grant from the State of California through monitoring referrals, statistics, and invoices.
- Offered academic, psychosocial, and career counseling services to students receiving welfare assistance in the college's CalWORKs program.
- Provided counseling services to underrepresented students in Extended Opportunity Programs and Services (EOPS) and students in Cooperative Agencies Resources for Education (CARE) program.
- San Francisco Department of Public Health - Advisory Council member, contributed to the development of the Young Women's Survey – a Bay Area health study to medically test the prevalence of STD's in local women.
- Assessed and managed social service needs of pediatric HIV/AIDS patients of the Women and Children's Specialty Program and AIDS Clinical Trial Group.

- Provided psychotherapy, grief counseling and support groups for adults, children, families, and couples.
- Author, Principal Investigator, and Reviewer of Pediatric AIDS Foundation's grants.
- Coordinated services to African American women and children.
- Processed intake and assessment of service needs for the general HIV/AIDS client population.
- Certified for the Northern California AIDS Hotline.

EMPLOYMENT

DIRECTOR | CAMPUS COMPACT FOR VIRGINIA | 2018 – PRESENT

CURRICULUM DEVELOPER/ADJUNCT FACULTY | STEVENSON UNIVERSITY | 2017- PRESENT

PROJECT MANAGER/CONSULTANT | BAYHA GROUP | 2016 - 2018

EDUCATIONAL CONSULTANT | SELF | 2014 – 2018

STUDENT AFFAIRS OFFICER II | COMMUNITY SERVICE, UNIVERSITY OF CALIFORNIA, SAN DIEGO | 2013 – 2016

EXECUTIVE DIRECTOR/FOUNDER | EXCEL YOUTH ZONE | 2003 – 2013

SOUTHWESTERN COLLEGE - ADJUNCT FACULTY | 2002–2007

SAN DIEGO MESA COLLEGE - COMMUNITY PARTNERS COORDINATOR | 2001 – 2002

SAN DIEGO MESA COLLEGE - ASSISTANT PROFESSOR/COUNSELOR – CALWORKS | 1998 – 2003

SAN DIEGO MESA COLLEGE - ADJUNCT COUNSELOR – EOPS | 1998

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO AND SAN DIEGO – MEDICAL CENTERS
CLINICAL SOCIAL WORKER – PEDIATRIC HIV UNIT | 1994 - 1998

PUBLICATIONS

CO-AUTHOR
The Generator **Spring 2016**
"Service-Learning and the Future of America and Education," Volume 33, Number 1

CO-RESEARCHER AND AUTHOR
National Issues Forum **2014-15**
"Over the Edge: What Should We Do When Alcohol and Drug Use Become a Problem to Society?"

PROFESSIONAL AND COMMUNITY SERVICE

BOOST COLLABORATIVE 2010 – PRESENT
- Organization Ambassador for national and international out-of-school time.

NATIONAL LAWYERS GUILD – WASHINGTON DC 2017- PRESENT
- Trained Legal Observer

FREDRICK DOUGLASS FAMILY FOUNDATION 2011- PRESENT
- Advisory Member

PROFESSOR OF PRACTICE/COMMUNITY FELLOW - MULVANEY CENTER FOR COMMUNITY, ADVOCACY, AND SOCIAL ACTION – UNIVERSITY OF SAN DIEGO 2015-2016
- Facilitated planning meetings and synthesized stakeholder perspectives for Place-Based Initiative.
- Advised students, faculty, and staff on academic and issue-based, community engagement projects.

GLSEN LIASION – 2014 – 2017
- Student, school, and teacher support for LGBTQ issues and events at a high school in San Diego

UNIVERSITY OF CALIFORNIA, SAN DIEGO: 2013 – 2016
- Member of UCSD's Campus Outreach, UJIMA, Women's Conference, and Food Security Committees.
- Advised Alumni Relations on service related events and public service career connections.
- Collaborated with National Conflict Resolution Center.

BARACK OBAMA PRESIDENTIAL LIBRARY CENTER PROPOSAL INITIATIVE 2014
- Consulted on civic engagement, youth service, and women's issues.

HIGH TECH HIGH MIDDLE SCHOOL/EXPLORER ELEMENTARY 2007-2011
- Advisory Board and Elected Board of Director for the governance of two schools.

SAN DIEGO CESAR E. CHAVEZ COMMEMORATION COMMITTEE 2006-2008
- Co-chair of the regional high school essay contest for scholarships by the University of California at San Diego. Committee member focused on youth activities for the annual commemoration breakfast.

SAN DIEGO NEIGHBORHOOD FUNDERS 2003
- Grant reviewer and monitor for community grassroots proposals and projects.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT 2003 - 2004
- Budget Advisory Committee
- Elected to School Site Council

FEATURED HONORS

- California Campus Compact – Richard E. Cone, California 2014 and 2015
- Certificate of Leadership – LISC AmeriCorps, California 2011
- Walt Disney Corporation – "Give A Day, Get A Disney Day," California 2009
- Congresswoman Susan Davis Award for an Adult Actively Engaging Youth in Service, California 2007